

THE CONNECTICUT SCHOOL JOURNAL.

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THE SHAKSPERIAN USE OF THE ADJECTIVE, A STUDY IN STYLE,

NO I.

BY WM. WORTHINGTON FOWLER, DURHAM, CONN.

Style, in the larger sense the mode of expression, in the narrower sense is the form of representation, in oral or written language. It is of style in the latter sense, *i. e.*, style considered pictorially, so as to shape, color, size, volume, shading, &c., that we would first speak.

If thought is the body of writing, style is the garment in which that body is clothed, while words or speech-signs are the material out of which that garment is made by the literary artist.

Each of the different parts of speech has its office, of which writers will avail themselves. By means of verbs they will represent *action* or simply *passive states*. By means of nouns they will represent *things* material or immaterial. By means of adjectives they will represent the *qualities* and *appearances* of things, and so on of the other parts of speech.

The adjective is however eminently the pictorial element among the speech-signs. By its derivation it is something that *lies beside* the noun, nay more, it moulds, colors and wraps the noun like a mantle. The impressions conveyed by the bare noun are vague and feeble compared with those conveyed by the noun when described by its appropriate adjective. Though genius may at times present to us in simple phrase without a single epithet, facts and forms, that are truly grand and statuesque like some of those nude heroic figures of Grecian Sculpture, yet it is upon the judicious use of the adjective that most writers must rely to depict and bring out upon the printed page, the outline, posture, hue and form with the vividness of real life.

Grammarians have divided adjectives into two classes. First, the descriptive adjectives which express some quality or condition of the noun; as an *eloquent* orator. Second, the definitive adjectives which define or limit the meaning of the noun; as *several* men. We have to speak now only of the former class, including the participles used as adjectives.

We may separate descriptive adjectives into two classes according to the variety and force of the images they present to the mind. One of the classes will present a single image; as, a *red* house, here the *redness* of the house is the one image. The other class will present, besides the central image a multiplicity of accessional images; as a *rosy* face, here there is redness and something more,—the delicate tinted blossom-leaves of the queen of the garden with all the associations awakened by the most celebrated of the flowers. We assign this latter to what we will term the suggestive class, because it suggests ideas to the mind, the extent to which such effect is produced depending largely upon the imagination and degree of cultivation possessed by the reader or hearer, as well as upon his knowledge of the derivation and primitive meaning of words.

Again we may subdivide these adjectives of the suggestive class into five minor classes, viz.: such as speak to the mind through the eye, the ear, the sense of touch, the sense of smell, and the sense of taste.

The "*vermilion tinted lips*;" Milton speaks to the eye in the vivid color of this beautiful epithet. The same writer in the line,

"With thy *long-leveled* rule of *streaming* light" conveys the ideas of length, straightness, horizontal perspective and full, rapid motion.

The adjectives which address the ear are those in which the sense or meaning corresponds to the sound, and are termed by the Rhetoricians onomatopoeic. The "*clashing* cymbals and the *clanging* shield;" "the *booming* cannon;" are notable illustrations of this class.

The sense of touch is appealed to in the line of Keats,

"Unloosed her *warm'd* jewels one by one;" or in his phrase "the fruitfulness" of *mellow* Autumn Or when Tennyson writes: "All grass of *silky* feather grows;" the word *mellow* implying ripeness, softness, and capability of being impressed by the hand, and the word *silky* implying softness, smoothness and glossiness. Such epithets as the creamy curd," "spiced dainties," "candied apple," speak to

the sense of taste. Nor can any one deny that the lines of Milton,

And west winds with *musky* wing
About the *cedared* alleys fling,
Nard and cassia's *balmy* smells,

have positive fragrance.

The illustrations we cite in this paper have been drawn from poetry, because poetry is the highest form of representative art. Great, true, good, wise, and beautiful thoughts set in sweet, noble, and expressive words to the music of rhyme and rhythm—this is poetry. The great masters of the poetic faculty are the suns of the firmament of letters.

"Hither as to their fountains other stars
Repairing, in their golden urns draw light."

Did not Plato the Philosopher, owe that pure, simple, and yet lofty style, to the untiring perusal of Homer in the hours of a dreamy youth? Did not Cicero the Orator owe the pomp and grandeur of his Rhetoric, Jeremy Taylor, the Preacher, his gorgeous imagery, and Macaulay the Historian, the full sweep of his historic narrative, to the daily and nightly study of the Classic Poets?

These are great exemplars, but the humblest scholar may follow in their train, even though at some remote and reverent distance. Those fountains of light, those illuminated Sibylline leaves are as free to all as the common air and sunshine. By deep draughts and constant perusals, while the student is lifted to the height of the sublimed thought and emotion, or marches on keeping step to marshalled and rhythmic periods, he acquires the very science and practice of expression.

As poetry is the highest form of representative art, so the Drama is the most distinct and human of all the forms of poetry. Here we see thought and feeling in action. Here we see man in his own mind and heart, and in his relation to the minds and hearts of his fellowmen and the outward world—man weeping, smiling, struggling, triumphing, plotting, exulting, suffering, dying, in one word, human life, with all its pulses of joy, hope, fear, love, sorrow, anger, and revenge.

And so among the Masters who paint, and mould in words, we have chosen the great world-poet, he who saw and drew the human soul as a real presence, and who saw and drew material nature as only he could draw her.

How did Shakspeare use the adjective?

We insist here strongly on the judicious use of the adjective. The object to be described must not be overloaded with epithets. It must be richly or delicately tinted, not daubed with paint; it must be

clad in graceful robes, not swathed and buried in drapery. In precisely this particular, we discern the Shakspearianism of Shakspeare. In the domain of language he was the sculptor of sculptors as he was the painter of painters, and the very use he made of the naked nouns and verbs rendered him one of the most statuesque, as his use of the adjective rendered him one of the most picturesque of the masters.

Time is only allowed us to survey the field superficially, culling those examples which seem best adapted to illustrate our theme. We have first to notice three great classes of adjectives having an important relation to style as a form of art. These are the noun-adjective, the participle-adjective and the compound adjective, each of which in its way is peculiarly fitted for the purposes of representative art, each of which possesses suggestive power and speaks to the mind through one of the five senses before mentioned.

What we have called noun-adjectives are either a simple noun; as *white, silver* &c., or a noun with an adjective suffix; as *golden, leaden*, &c., or a noun with the participle suffix; as *jeweled*, &c.; their force as descriptive epithets comes from their objectivity, in other words, an object with which we are all familiar is used to describe some other object.

When Shakspeare speaks of the "*saffron* wing" of the morning, "the *golden* window of the East," an "*inky* cloak," he describes one object by the color of another. So too with the complexion; as a "*damask* cheek," a "*linen* cheek," a "*cream* face," a "*goose* look," a "*leathern* hand," a "*tallow* face," a "*morning* face." In drapery we see the "*sheeted* dead," the "*curtained* sleeper," the "*robed* man of justice," my seargown *scarfed* about me" &c.; in light and shade, the "*chequered* shadows" beneath the trees, &c.; in herbage, flowers and other growths, the "*tufy* mountains," the "*weedy* trophies" of distraught Ophelia, the "*woodbine* coverture," boughs *mossed* with age; weight, closeness, and coldness are suggested by the "*marble* jaws" of the sepulchre; shape, toughness, and age by the "*unwedgeable* and *gnarled* oak" or the *knotty* oak: withered age and ugliness by the expression "her *chappy* finger laying upon her *skinny* lips," though here chappy is perhaps primitively from the verb; architectural outline and height, by the "*towered* citadel:" fantastic shape by the "*cloud* that dragonish" the "*crooked* smokes;" the preciousness of King Duncan by "his *silver* skin laced with his *golden* blood;" the tender age of an infant and his incapacity to hurt by "*boneless* gums;" roughness and the capac-

ity to bite by the "*tooth'd* briars;" heat and fumes by the "*sulphurous* bolt;" we have wealth of precious material in such phrases as, "*amber* bracelets," "*ivory* coffers," "*palaces crystalline*," "*emerald tufts*" and a hundred similar epithets, besides multitudinous color as in the "*azure'd* harebell," the "*russet* mantle," "*orange tawny* beard," and all the hues of the parterre besides to tint the picture. Even the sense of taste is titillated by such epithets as *candied* honey, *honied*, *honeying*, *salt*, *spiced*, *sugared*, &c.; and a smooth and variegated mosaic is set before the eye by the "*enameled* skins" of the snake and the "*enameled* stones" of the brook.

"The *green-sour* ringlets whereof the ewe not bites" gives us color and taste in one epithet.

The participle adjective is almost equally forcible and suggestive with the noun adjective. In this class of words we have as the prominent idea, action expressed or implied, supposing implied action to be contained in the passive participle.

Here again we see outline curved cris-crossed and graven, with the idea of fixedness and age in the lines—

"A purpose more grave and *wrinkled* than the ends
And aims of burning youth."

in which the adjective is used tropically—a use of which we shall speak by and bye.

An image of youth fresh and intact is beautifully conveyed in the lines,

"Where *unbruised* youth with *unstuffed* brain
Doth couch his limbs there *golden* sleep doth reign."

vinous intoxication is hit off by the epithets "*reeling* ripe;" the coma of drunken slumber by the lines—

"When in swinish sleep
Their *drenched* natures lie as in a death,"

"*Blossoming* time" and "*Summers ripening* breath" give us full and sweet images of the flower and fruitage seasons. Winter appears with its "*drizzled* snow," "*killing* frost," and "*pinching* hours," and the flowering season of life in the expression "*blown* youth."

Description heightened by the principle of opposition, or contrast is given by the participle-adjective with the negative prefix *un*—or *dis*.—Scott employs this artifice in the line—"unwept, unhonored, and unsung," and Byron in the line

"Without a grave *unknelled* *uncoffined* and *unknown*."

Shakspeare's use of the same form is frequent. Besides the examples, "*unbruised*," "*unstuffed*," already quoted, it occurs in the expressions "*unsunned* snow," "*uneffectual* fire," "*crimes unwhipt* of justice," and in the line from Hamlet—

"Unhousel'd, disappointed, unancl'd, &c., &c."

The noun adjective with the negative suffix, *less* is seen in "*viewless* winds," "*restless* violence," "*guiltless* labor," "*careless*, *reckless*, *fearless*, of what's past, present, or to come," &c.

Of the three classes of adjectives we are now considering, the compound adjectives deserve the foremost place among the pictorial words. Composed sometimes of a noun and a participle; as *dew-besprent*, sometimes of an adjective and a participle as, "*solemn-breathing* sound," sometimes of two adjectives as, "*rosy-bosom'd* hours," sometimes of two nouns, as, "*tinsel-slippered* Thetis," they furnish in one epithet a fuller and more complete picture of the object to be described than any single descriptive word could do. The examples of this class above given have been taken from Milton's *Comus*. These adjectives were used very frequently not only by Shakspeare and the other poets of his time, but also by the great epic poet of the next century.

We may also remark that they are characteristic forms in the three great branches of the Gothic family of Languages occurring in the Icelandic or Old Norse, the Low German and the High German Literatures. But though still occupying their places in the Dictionaries and of occasional use among writers,* they seem to have been going out of use generally in English Literature, illustrating perhaps thereby the decadence in one direction of our Anglo-Saxon original.

The vivid picturesque effect of these compound adjectives may be seen in such expressions as "*the lazy-pacing* clouds," the "*white-upturned* wondering eyes," the "*fiery-footed* steeds" of the sun, the "*wave-worn* basis" of the shore, "*mountaineers dew-lapped* like bulls;" these are indeed pictures which the duller mortals may gaze at and admire.

Other pictures in the Shakspearean gallery solicit the eye, conveyed before it by the use of the compound epithet—pictures of heroic and imperial men as in "*broad-fronted* Caesar," pictures of fair women as in the "*lily-tinctured* face" of Julia, of the landscape as in the "*cloud-capped* towers," the "*heaven-kissing* hills;" we are spectators of the "*heavy-headed* revel" of the beer-drinking Danish jarls in the palace where Hamlet dreamed and soliloquized; and the bud of the poison-flower expanding shows us the guilty king's "*crimes broad-blown* as flush as May." We turn from the "*blood-boltered* Banquo" to gaze on more pleasing images, it may be the "*young-eyed* cherubim," or "*red-hipped* humble bees

* Keats, Tennyson, and other later poets use them frequently.

loading their honey-bags from "*precious-juiced flowers*" till night, the "*sober-suited* matron," comes and bids us shut up the book. Of the words that are onomatopoeic, *i. e.*, the sound suggesting the meaning, it should be remarked that the nouns and verbs partake far more of this form than the adjective. Most of this class of adjectives are from the noun or the participle. A goodly array of those ear-addressing epithets may be cited from the pages of our dramatist, such "*shrill-tongued*," "*trumpet-tongued*," "*sweet bells jangled*," a thousand *twangling* instruments,

"Roaring, shrieking, howling, jingling chains, &c."

The four following lines give us adjective painting which appeals to four senses—

"A crimson river of warm blood
Like to a bubbling fountain stirred with wind,
Doth rise and fall between thy roseate lips.
Coming and going with thy honey breath."

Deep color, rosy, tinting warmth, sound, motion and fragrance, all in one tragic cabinet picture.

PREPARATION FOR BUSINESS.

BY S. S. PACKARD.

Webster defines business as—1. That which busies, or that which occupies the time, attention or labor of any one as his principal concern, whether for a longer or shorter time; and 2. Any particular occupation or employment for a livelihood or gain; as agriculture, trade, mechanic, art profession."

Mr. Greeley defines a business man as "one who knows how to set other peoples' fingers at work—possibly their heads also—to his own profit and theirs"—and thus farther illustrates his meaning: "The man who, stepping into a new and partially employed community knows how to set new wheels running, axes plying, and reapers and mowers in motion—and so of all the various machinery of production, transformation and distribution—with advantage to the community and with reasonable profit to himself is a business man, though he may not know how to read even; though he may have no money when he commences; though he has simply the capacity to make himself a sort of driving-wheel to all that machinery."

These definitions differ from the ordinary understanding as to *business*, and *business men*—the one meaning usually, traffic, and the other, those who buy and sell, or carry on commercial enterprises. In treating of preparation for business, I shall differ somewhat from the broadest as well as from the

narrowest of these definitions, for while to busy oneself is, in a genuine sense, to be employed in *busy-ness*, there is much of mere motion or activity which it would not do to dignify by calling it *business*; and on the other hand, while a business man may best show his organizing and executive power by setting *other peoples'* fingers and brains at work, it is no mean evidence of business ability that he should know, as well, how to use his own fingers and brains;—for the work of the world must be actually done by *somebody's* fingers and brains; and if the legitimate aspiration of the young men and women of this country was merely to direct others what to do, there would be little honor where now lies the great honor in *doing*. The power to direct others is a power not to be despised; and is also in the world's economy, a necessary power; but it comes of grace and not of work. Those who possess it in any marked degree hold it as an endowment, rather than as an acquisition.

And, again, while traffic or trade enters largely and necessarily into business—being, in fact, the one element without which it could not exist, still it is not *all* of business; it is rather the medium or instrumentality which regulates and equalizes business, and makes it, in its enlarged sense, possible.

Mr. Carey makes an important distinction between trade and commerce which we will not here discuss. Both seem to be necessary in the perfecting of our intricate system of exchanges, and in bringing together, the producer and consumer, which is the prime requisite of a persuasive industry. And in this wonderful scheme, each step and link must be given its due place and importance as a necessary part of the whole; and the man who breaks the stone, and clears away the forest, as well as he who tills the ground, or reaps the harvest, or builds the ship, or pilots it across the trackless sea, must each be recognized in his work; and each has a right to expect at the close of the day his penny from the master's hands.

A recent report of the Board of Education of the city of New York discloses the following facts: There are in daily attendance upon public instruction in that city, over 200,000 scholars; of course a very large majority of these never expect to do more than pass through the primary, and perhaps a few classes of the grammar schools; for although education is free, the great bulk of the children cannot be allowed *time* to go to school, for most of them are expected to begin earning their own living at from 10 to 13 years of age. Still, a collegiate course is open for the boys, and its equivalent for

the girls, and it is the policy as well as the practice of the grammar schools to get as many of the scholars admitted into the college of New York and the Normal College as possible. The result, as shown by the report is, that last year there were in attendance at the College of New York, 712 pupils. Of these there were in the Senior class 39, Junior 48, Sophomore 71, Freshman 159. In the Introductory Department, which is the nursery of the College, there were 395 scholars; but of these, 185 took the Commercial Course, which is a one year's course, preparatory to entering upon business; leaving only 210 as possible recruits for the College. From the recent examinations it appears that of those admitted, to the introductory department this year, three-fourths have chosen the commercial in preference to the preparatory course.

The Normal College, recently organized under most favorable auspices, and possessing the rare advantage of affording the only recognized opening to honorable employment for girls in the city had a maximum attendance of 1,100 pupils—making in all, less than 2,000 of the 200,000, or less than *one per cent* of the whole number of scholars attendant upon public instruction, who even attempt to go farther than the grammar schools. If then, we take the proportion of graduates to the whole number, who enter upon the higher courses of study, we shall see that less than *one seventeenth of one per cent* of all who avail themselves of the free education of the best organized, best endowed, and most efficient schools in this country actually realize what should be the hopes of their friends and of all friends of intellectual progress, a complete and rounded course of mental training.

I shall assume that the facts given above are representative of the condition of education in this country, and shall accept what *is* rather than what *ought to be* as the basis of my deductions.

It is easily seen that the education which shall conserve the greatest good to the greatest number must look after this preponderating majority rather than the fractional minority; and that preparation for business so far as teachers have anything to do with it, has its principal work with those who will live and die without even a smattering of the dead languages; and who will neither know nor care whether the house is building or being built, so that when finished it proves to be a good job.

There are two distinct purposes of education; both of which should be ever present to the mind of the teacher:—1. The discipline or development of the mental power, resulting in what may be

called *personality*; and 2. The furnishing of the instruments or tools, by the aid of which such personality makes itself felt—and, lest I may be thought to favor the latter at the expense of the former, I will here say that in my opinion that kind of training which best develops the mind, develops it in its broadest, deepest and truest sense, the most surely furnishes the instruments which give it scope and action. In the language of another: "We should educate men as *men*; not for business; not for professions, not for opportunities, mainly—but should educate them to be *men*; that is to say, should develop every power and faculty, intellectual, moral, and physical, that they may, thus prepared, be able to turn their hand to anything, and find their education not a shining blade without a handle, but a good tool held in the firm grip of character."

A Spartan king has the credit of promulgating the educational theory so often and so ignorantly used: "Teach your boys that which they will practice when they become men." This has the semblance and sound of wisdom, and educators of the persistent type should not be too harshly criticized for giving its word of promise to the ear, even though they break it to the heart. It takes such a very smart man to tell, these days, what any boy will be likely to do when he becomes a man. Such an educational theory, interpreted literally, might do very well for Greece, in the days of Lycurgus, but has not quite the same aptness, as applied to the United States of America, under the reign of Ulysses.

I have in my mind an illustrative case of a father who, with a family of five boys, conceived the humane project of representing through them the higher phases of professional life: so this one was set aside for a minister, this for a lawyer, this for a doctor, this for a civil engineer, and this for a bank president, and each was put in training for his chosen calling—chosen by his father, it will be remembered, and without any voice of his own. The results have transpired. The minister, who was cut out for a financier, has had miserable luck in his professional efforts to save souls; and has sensibly concluded that if he can gather sufficient courage to drift into Wall street where he belongs, he may yet do something for the glory of God. The lawyer would have made an excellent drayman, but being arbitrarily thrust out of his proper channel—where he might have distinguished himself and done some good in the world, he has become a politician without sufficient talent or influence to be worth buying by either party, and so spends his leisure hours—

and all his hours are leisure hours—hanging about club-houses and bar-rooms, and giving the finishing touches with a jack-knife to dry goods boxes and wooden bottom chairs; the doctor's only real chance for financial success is to effect a copartnership with some reputable undertaker—that is, if he is fortunate enough to get any practice; while the civil engineer is so very uncivil as to doubt his father's infallibility, and has accepted a \$1,200 clerkship in the Treasury Department, and gone practically into the Civil Service Reform. The bank president, not having as yet, been called upon to assume his high and responsible post, has taken up the preparatory and honorable business of a merchant tailor; and if he is let alone, will be able, not only to make or earn his own clothes, but to lend his less fortunate brothers a helping hand, as they may need it. I would not criticise the acts of this particular father; for he acted according to his light, and, besides, the boys were his and not mine. But I would say, in a general and abstract way, that I should conceive it to be the duty of of such a parent not merely to watch the tendency and note the qualities of mind which his son or daughter may possess, in order that specific treatment may be had in each case; but as far as possible to secure a proper training in those branches which while they constitute the basis of real scholarship are also available as the means of earning a living. In other words—and here is my idea of preparation for business—I would say that the education of our children should be begun and pursued upon the plan of giving them each day that knowledge and discipline which, if they were never to enter a school-room again, would be the most serviceable to them as the means of attaining to the best measure of manhood or womanhood.

To assure success in any pursuit, the first essential is to see that the thing proposed to be done is what somebody wants done; and next, to make sure that he who proposes to do it shall be able to meet the requirements. As Mr. Greeley intimates, this may be done—and often is done, without any previous school education. The history of our country presents many notable examples of men having risen to the highest positions by the very force of their character and intelligence, whose early education had been wholly neglected, and who had picked up or stolen whatever of book learning they had between the hours of exacting physical labor. Take the example of Mr. Lincoln, whose regular schooling did not exceed three months, and more conspicuous yet that of Andrew Johnson, who

at the age of 21, could not even read. In the light of Mr. Lincoln's remarkable career, no one would presume to say that he was not educated; or that he was not *specially* educated for his work. The fact is, he had a teachable nature—a true modesty which lies at the base of all real attainment; and he was *going to school*, all his life. He was effectually *educated* in the backwoods of the west, on the flat-boats of the Mississippi, in the rough contact with that strangely energizing civilization which carries the "star of Empire" in its forehead, and in the higher duties, to which he was called by the voice of the nation; and for which, each day's practical education, made him better fitted than on the day before.

But as teachers, we can neither wait for nor trust to these exceptional though vigorous methods of training. The best we can do—and that we *should* do—is to gather from these results some practical ideas of adapting means to ends.

I do not proclaim against classical or collegiate education; I do not even think lightly of it; but I do think—and I have the concurrence of popular testimony, that as such education has been conducted in the past, it has had the tendency to unfit men for the rugged duties of life—first, by bringing into disfavor and contempt the humbler appliances of knowledge; and next, by establishing an aristocracy of letters, and placing its members apart from the less-favored class, in taste, sympathy and coöperation.

In a recent address before the Alumni of Hamilton College, Mr. Charles Dudley Warner—who speaks from a higher eminence than I can command, makes this remarkable and truthful admission: "One reason why the scholar does not make the world of the past, the world of books, real to his fellows and serviceable to them, is that it is not real to himself, but a mere unsubstantial place of intellectual idleness, where he dallies some years before he begins his task in life. And another reason is, that while it may be real to him—while he is actually cultured and trained, he fails to see or feel that his culture is not a thing apart—and that all the world has a right to share its blessed influence. Failing to see this, he is isolated; and wanting his sympathy, the untutored world takes its own rough way to rougher ends."

And touching the want of sympathy with the world and its work so plainly manifested in many of our most renowned institutions of learning, Professor Youmans, in the August number of his *Popular Science Monthly*, thus pointedly says: "It

is notorious that a pupil can go through a course of so called liberal study, and graduate with honor at the highest institutions, in complete ignorance of that vast body of facts and principles which has arisen in modern times under the name of science, and the object of which is to explain the existing order of the world. There are great educational establishments from which modern knowledge is almost entirely barred out, and which oppose its intrusion with all their power. They fight the "encroachments" of modern science, modern literature, modern language, and modern history at every point; and it is equally certain that this scheme of higher education in the ancient seats of learning, reacts with great power upon inferior institutions, making them also unsympathetic with modern ideas as means and objects of culture."

It does, indeed, seem strange that in the establishment of universities of learning and culture, the real purpose of such learning should be so utterly ignored; and that it should be possible for one to graduate from a college or university, who is not competent, from what he has acquired in its prolonged course of study, to make or understand the simplest record of a business transaction—to adjust difficulties which may occur, or effect settlements between dealers or partners—to decide the plainest points of commercial law, or draw up the simplest legal or business document; to even write a business letter so that a business man would not condemn it for its verbosity, or its pedantry. In fact I have heard liberally educated men acknowledge with a show of relief and satisfaction, that they knew less of the principles of double entry book-keeping than of the Choctaw language, and considered one about as intelligible and useful as the other. It was even publicly said by one of New York's learned judges, that double entry book-keeping was a concoction of intricate absurdities, by which thieves and rogues defrauded honest men, and this, remember, was sometime before the Committee of Seventy had brought their lenses to bear upon Tweed and Connolly's system of accounts, or even before Judge Barnard had taught the world it.

And here let me say that the existence of this fact, and their influence upon early training has made necessary the class of professional schools technically called Business Colleges, institutions which may not stand in the esteem of scholars among the recognized educational forces; but which are gladly availed of by those who know their character by their work, and who understand their necessity. By giving their energies to those studies

so conspicuously neglected in the classical schools, these institutions earned their right to a participation in the honors awarded to educational effort; and through the efficiency of their training have forced a recognition, not only from the public whom they have served so well, but from the high schools and colleges, which to retain their patronage, are very generally and very wisely establishing separate departments for the commercial branches.

It is a sad commentary upon the lack of directness in our preparatory instruction that at West Point, according to the recent report of the Board of Visitors, a large share of the valuable time of the student has to be given to the practice of ordinary penmanship; and if the recent show of zeal in the matter of civil service reform shall outlive the pending presidential campaign, the competitors for places under the government will probably have occasion to know how faithfully they have been dealt with by those who had their training in hand.

The education of to-day, the education preparatory to business, should be in the highest and broadest sense, concrete. It should have to do with things, and with events daily transpiring, and with duties ever at hand. It should be broad and generous in its appliances, as well as beneficent in its aims. It should not only recognize and work in harmony with the spirit of the nineteenth century, but should help to clear away the rubbish, and establish a highway for all that is good and glorious in the coming centuries. The boys and girls who, for a short space crowd our common schools and seminaries should be taught to respect themselves first of all as citizens of a free republic, and to regard as the first duty of citizenship, the ability to take care of themselves. And that they may perform this duty with honor to themselves and relief to the state, they should be put at once into possession of those acquirements most available to that end. If teachers, who have this responsibility upon their hands, are able to discern these needs and supply them, well; if not let them either make way for others, or like the Greeleyized democracy, take a new reckoning, and enter upon a new departure. If rubbing against college walls has not done the work well for those who are to lead this vast phalanx of hungry souls into the path of material success, let them try the experiment of rubbing against the boxes, bales and barrels of the busy world they live in; and if they are not able from their own experiences to lay down the practical lessons of life with the force of authority, let them bring into contact with their pupils and themselves those who can speak, though

stammering, and perhaps without regard to syntax, yet understandingly and convincingly, out of the experiences of a rugged and victorious life. Let us have in all our schools less professional, and more natural teaching. Let us tear down the partition wall which for so long has separated the knowledge of the schools from the knowledge of the world, and let the two, which being one in purpose, should also be one in spirit, be united in holy bonds of matrimony—and, "What God has joined together, let not man put asunder."

TEACHING THE YOUNG.

Children were probably never taught so much in a given time as they are now; and in our enthusiasm for giving children the elements of all knowledge, we sometimes forget what the *object* of education is. We should say that a youth had not been neglected, if he reached the age of sixteen, in ignorance of half the facts that are now considered essential for him to know, provided he had a perfectly sound and healthful body, and a mind in it apt, clear, trained to attention, to a habit of study, to orderly thought and the ability to pursue investigation into any subject systematically. A boy may know a good deal at sixteen about a dozen branches of learning, and may be able to make a brilliant show in the class-room, and yet be unfitted for vigorous mental activity in any direction. We have not much fear that the generality of children are overworked in school, or that they are in danger of injuring themselves by study. So long as there are regular hours, regular meals, and time enough is given for out of door exercise; if, in short the physical health is kept up, there is very little possibility of injury from mental activity. Yet it is quite possible that our schools are attempting too many things, and that crowding the mind with a great variety of objects does not strengthen it or properly train it, but confuses it rather. The field of knowledge widens so, year by year—there is so much more to be learned in order to rank one a scholar, that we have come to recognize the fact that the best results can only be accomplished by a division of labor. And the best service of the primary and lower schools for the pupil is to train his mind so that he can successfully enter upon his special work when the time comes. A smattering of everything is likely to unfit him for excellence in anything. It is perhaps true, therefore, that our preparatory schools are attempting too many things, and that they would accomplish more

for the pupils and fatigue them less by simpler courses and a clearer drill in *essentials*. The memory is often burdened at the expense of the reason. It is true that a child may be able to answer, on examination, a vast number of geographical questions, showing a minute knowledge of places in remote regions, and yet be essentially ignorant of the outlines, the important principles of geographical study.

A great deal of time is often spent in acquiring the dry rules of what is called grammar, to very little edification.

Simplicity and clearness in teaching are what are most needed. In the primary school especially should simplicity prevail.

The foundations of common school instruction are easy of acquisition, if the teacher is capable; to learn to read well, (how very few can do this!) to write plainly, to understand the principles of numbers in common use, and the outlines of geography,—these are the essentials. In the last report of the Boston school committee, Mr. F. H. Underwood, the chairman says:

"The plan that is best administered is best, and we fear that the suggestions as to shortening the old-fashioned and thoroughly useless drill in English grammar, and the excess of equally useless *memoriter* lessons in geography, have not been universally accepted and put in practice by teachers. As to the first, it is believed that no pupil ever consciously put the machinery of the grammar in action to detect an error in speech, or to examine the structure of a sentence; and it is insisted by all scholars that a command of correct and easy speech, and of a clear and natural style of writing, is to be gained by no rules whatever, but by familiarity with good usage. In geography the general waste of time is equally reprehensible. When the general truths of the science have been learned, the attempt to burden the memory with details is a positive wrong. When a war breaks out, or a treaty of peace is made, every man has to consult the atlas to find the locality mentioned, no matter how minutely he went over the ground in his early studies. Who could have told the positions of Solferino or Villa Franca, of Gravelotte or Sedan, when those names become famous? The pupil who knows the general outlines of the system has required all he can retain; and, if more time were to be given to the study, he would derive far more advantage from a knowledge of those natural laws which are grouped together under the name of physical geography. It is not too much to say that one-half of the time heretofore given to geography and grammar in pursuing the old routine was spent to no purpose, and that pupils lost thereby much of their relish for all study."

ANNALS OF EDUCATION.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The Twelfth Annual Meeting of the National Educational Association was held, as appointed at Boston, Mass., on the 6th 7th and 8th days of August. The day sessions were conducted in the Hall of the Girl's High and Normal School Building, and the evening sessions at the Lowell Institute. In presenting to our readers an abstract of the addresses, we cannot do better than to draw largely upon the exceedingly able reports given by the City Press. To the general accuracy of these we can testify from constant attendance throughout the exercises, and from the universal commendation with which they were noticed by the assembled teachers.

MORNING SESSION,

Tuesday, August 6th. The Hall was well filled with teachers of every manner of grade and experience, and from all parts of the country. President Hon. E. E. White of Ohio, presided, and soon after 10 o'clock, called upon Rev. Dr. Miner to open the proceedings with prayer.

His Honor Mayor Gaston was introduced, and made a short welcoming speech on behalf of the city. He was followed by the Rev. R. C. Waterston, on behalf of the Board of Education, and he made an interesting allusion to the progress of education during the time that the Association had been laboring. Rev. Dr. Underwood followed with a humorous and congratulatory address on the progress of reform in education. President White returned his thanks for the cordial welcome. He said it had been the custom of some Presidents of the Association to deliver a set speech on such an occasion as this; but last year this had been broken through, and he would follow the precedent. The first great question in this country to-day was, "How shall we make public education universal?" and the speaker invited all who had plans to further this end, to send them in, that they might be compared, and, if practicable, acted upon. Another great question was, the education of women. He regretted that he had received a letter from President White, of Cornell University, stating his inability to be present, and this topic would probably be discussed by some other gentleman. In conclusion, he thanked the Association for the signal honor given him by the invitation to preside over

its deliberations, and hoped he should be able to perform the work to the satisfaction of those who reposed the trust in him. After the appointment of Mr. E. B. Frost, of Illinois, as Assistant Secretary, and Messrs. Chauncey R. Stultz, of Ohio, and R. Woodbury, of Maine, as Assistant Treasurers, the meeting adjourned.

AFTERNOON SESSION.

Elementary Department.

The exercises in this department were opened by remarks by the president, (Miss Delia A. Lathrop of Cincinnati, Ohio,) who remarked that they had come to Boston to learn the latest educational fashions.

Mr. N. A. Calkins, assistant superintendent of schools of New York City, read a paper on "Object Teaching." He said, "those who arrange the plans for the education of the minds of children need to have the clearest perception of their natural tendencies and proclivities. We cannot add a new faculty to the mind, but we can surround it with new influences which will be of incalculable benefit. Children want to see with their eyes whatever is around them; but in schoolrooms the real things are kept out of sight while they are told to learn what others know about them. No wonder that pupils hail with unbounded joy the holidays, when they are allowed to roam the fields and woods, and learn nature's lessons first hand." He contrasted the methods of instruction in the Kindergarten school with the system of the ordinary primary schools. The true office of object teaching is to prepare pupils for the study of text books.

The discussion on the paper was opened by Mr. Z. Richards of Washington, D. C., who thought that a thorough reform is needed in our system of primary instruction, and that object teaching should become a principle instead of a conviction as at present. He was convinced that we are radically wrong in our whole system of primary instruction, in both our school rooms, our play rooms and our books.

Mr. A. Bronson Alcott, of Concord, said that at first we are confronted with the question, "Why do not children take the same interest in their studies that they do in their play?" It could be answered that it was because we do not place around them the same attractions that the God of nature presents. He referred to the time, forty years ago, when he himself taught school in the old Masonic Temple, where he had had four years

of most delightful experience. He said that his teachers were, in addition to himself, Margaret Fuller, the ideal woman as yet, and Miss Elizabeth Peabody, who is now introducing the Kindergarten system into this city, and whom they would hear during the present occasion. In closing he expressed himself in full sympathy with the advanced educational movements of the day.

Mr. Baker of Troy, N. Y., thought that in order to teach any system successfully we must have faith in what we teach. He held that some teachers are more suited to certain kinds of teaching than others. He instanced Mrs. Willard, of the Troy Female Seminary, as one who was successful as a teacher of memorizing.

Some discussion followed as to the merits of Mrs. Willard's system, and Mr. Alcott asked if Mrs. Willard was successful in inculcating in her system of memorizing the meaning of the words memorized; if she did not, she was a second-rate teacher.

Mr. M. A. Newell, the principal of the State Normal School in Baltimore, read a paper on "English Grammar in the Elementary Schools." He said that among modern writers of distinction, not one in a hundred ever studied English Grammar as such. We might as well try to learn to dance by studying anatomical forms, to sing by studying Tyndall on sound, as to learn to speak the English language by studying the English grammar. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. A child when it comes to school must first be required to speak every word it knows correctly, in the first place, by vocal drill; in the second place, to combine grammatically in sentences the words it knows. This must be done by requiring every child to speak in full sentences whatever it wishes to express. He thought that text books in the study of grammar should be abolished in all grades below the High School.

The discussion of the subject was opened by W. E. Crosby, the superintendent of schools in Danbury, Iowa. He held that theory and practice must go hand in hand. He thought that close inquiry into the relations of words to each other turned the mind upon itself and led it to understand itself. This language movement began very recently, and we have reached the point stated by Professor Newell. But by his own experience he had found that the combination of the theory and the practice had been the most successful. The

question was further discussed by W. B. Dwight of the Connecticut Normal School and others, after which the meeting adjourned.

The Normal Department was under the direction of Mr. C. C. Rounds of Farmington, Me., who in calling the meeting to order, made a brief address, stating the object of the work before them for the sessions to be the consideration of questions of general and national importance. The first paper was by Mr. J. C. Greenough, principal of the State Normal School, Rhode Island, the subject being "What is the proper work of the Normal School?" The speaker began by stating that Normal schools are expected to take the lead both in preparing teachers and in improving methods of instruction. The instruction furnished in a Normal School must depend in part upon the intellectual condition of those who are admitted, and in part upon the kind of schools which are found in the locality of any given normal school.

The question, "In what way shall the pupils of a Normal school gain the needed knowledge?" was next considered. After noticing the relation of teaching and study, the modes of teaching practiced in our schools were noticed under three heads, viz: text book teaching, lecturing, and teaching proper, which consists in fixing the pupil's attention upon the real object or subject of study and so directing him that he will obtain correct ideas and embody them in correct expressions. Modes of recitations were then considered, and the importance of pupils of a Normal school reciting the lessons assigned, by actual teaching was urged. Professional skill comes by professional drill. The importance of a practical training of a teacher in the principles of mental philosophy throughout his course of preparation was next enforced. Practice schools have their place and their value, but there are advantages of having one member of a Normal class teach while the others take the position of young pupils. In teaching the principles of any science, the teacher should not use any text book. Principles constituting science should be developed from facts and truths which the pupil has previously acquired. Apparatus and objects are needed in elementary instruction as much as books.

The progress of elementary education is retarded by the common want of apparatus and mineralogical and other collections in our schools. Passing from the intellectual preparation of the teacher, the speaker affirmed that the sources of a teacher's power are found in the sensibilities rather than in his intellect, and then proceeded to show

some ways in which the emotional nature may be made to minister to one's effectiveness in teaching.

1. By æsthetic culture. The mere awakening of intellect by the study of natural objects is not sufficient for the wants of the Normal pupil, or for the child's, in our common schools. Beauty should be discovered in the objects used in elementary instruction. Æsthetic culture should be better aided by drawing, in all our schools. More use should be made of English literature as a means of developing the æsthetic nature of both teachers and pupils. This is to be accomplished by the study of the best productions of the old masters.

2. Teaching should be made a life work, in order that the emotions may press in full strength towards its accomplishment.

3. The Normal pupil should be led to appreciate the teacher's work in its relations to the highest good of the individual and of society.

4. By the contemplation of the lives of eminent teachers the Normal pupil should be led to form a high ideal of the true teacher.

5. The moral and the religious nature of the teacher should be enlisted in the work.

After the reading of the paper had been finished, its discussion was opened by Mr. Boyden, of Bridgewater. He thought an important part of the work to be done in Normal Schools was to instruct teachers how to organize and govern schools; also how to teach. In regard to the last point, teachers must understand the minds of pupils and the methods of reaching them. The knowledge of human nature is the first essential of success in a teacher. He agreed with the essayist as to the advantage of putting students in Normal schools into actual service as teachers in their respective classes.

Dr. M. R. Levenson of Hanover, North Germany, recently of New York, and Mr. Fletcher of Maine, made brief remarks.

At this point the discussion was suspended in order that General S. C. Armstrong of the colored Normal school at Hampton, Va., might speak of Normal schools among the freedmen. He said that about four-fifths of the illiterate persons in the country were in the Southern States. It will be generations before the colored teachers will be admitted to the higher white schools of the South, and during that time they must be trained in Normal schools supported by the charity of the North. There is a growing demand for colored teachers—a demand much beyond the supply. Industrial education is much needed. The Normal school for freedmen should be religious but not sectarian,

though it had better be sectarian than not religious. Those studies which develop the reasoning powers are most practical for the colored race. In Hampton Normal School industrial instruction is given, the students working one day of each week, besides Saturdays, and making as much progress as where they study the entire week. The need of colored teachers is increasing constantly, and the future of the race depends upon their education.

Miss Anna C. Brackett, of New York, recently of St. Louis, followed with a paper upon "The American Normal School." She said the American Normal School should give to its pupils the garnered treasures of all the past, and send them forth with the abilities to dispense it. It should also give its pupil, though sparingly, special methods and rules for doing his work. A larger proportion of teachers are women than ever before, and they are doing their work successfully. The frequent changes of teachers call for a uniform system of Normal school teaching. The teaching should be practical, and embrace what is learned by contact with the world, as preparing women to teach boys; their own hearts will show them how to teach girls. Children must be taught how to acquire knowledge from the book, and, Normal schools should fit teachers to do this work.

Mr. John Hancock, of Cincinnati, occupied the chair in the department of superintendence, and P. Marble, Superintendent of schools in Worcester, filled the office of Secretary. The essay was by H. F. Harrington, superintendent of schools in New Bedford, upon "The Extent, Methods and Value of Supervision in a System of Schools." The theory of the speaker was that there should be a State, a county and city or town superintendent, all salaried by the State. The system of local school boards was condemned by the essayist as wholly inefficient. And as nothing of importance ever succeeded without supervision, he thought that the value of supervisors, in matters of education, could not be overestimated. At the close of the speaker's address the subject was opened for discussion, and the following-named gentlemen participated, the general tenor of their remarks according with the essay; W. T. Harris, Superintendent of schools at St. Louis; J. P. Wickersham, State superintendent of schools of Pennsylvania; Hon. Joseph White, secretary of the Massachusetts State Board of Education, and others.

The Department of higher instruction met at half-past two o'clock, Vice-President Wallace in the chair. Prayer was offered by the Rev. Alex-

ander Blaikie, D. D. President Wallace of Monument College, Illinois, read a paper on college degrees. These, he said, are designed to be specific measures of attainment. They are of two kinds, those conferred after examination and those conferred without examination, the latter being honorary degrees. The special significance of a degree of Bachelor of Arts, for example, should be the same in all colleges. No degree should be conferred on account of family, wealth, influence or public favor. To confer degrees for such reasons is a wrong to the recipient and to the public. Such a custom has the effect to depreciate the value of the degrees. The degrees of D. D. and LL. D. should be based upon attainments as well defined as the lower degrees.

These attainments cannot be ascertained by examination, but can be by other means in a sufficiently satisfactory manner. The plan of examination for the degrees by college professors is objectionable as it is apt to be lax. As a remedy for the evils of irregularity of conditions on which degrees are bestowed, it was suggested that each State should establish a senate of learned men to pass upon the qualifications of candidates for degrees from the several colleges within its borders. The degree itself should be conferred in the usual manner on commencement day by the colleges concerned; but to give validity to the degree, the previous examination of the senate and its seal and certificate should be essential.

In the discussion which followed President Eliot of Harvard University assented to the leading ideas presented in the paper, but thought that the practical difficulty of the scheme was that it would operate against the weak colleges, and the weak colleges are always in the majority. The college degrees of this country are justly held in low estimation. Justly, because there are so many institutions authorized to confer degrees, and in one of them, at least, degrees are sold without any examination. The difficulty at Cambridge is to secure proper examiners outside the list of college professors. None but practical teachers make good examiners. There had been some consultation between two of the colleges of this State in regard to the standard of examination for degrees. He suggested as a temporary measure that the German system might be adopted—a system which provides that in the use of the title the name of the college should follow; as for example, LL. D. Berl., meaning the degree of Doctor of laws granted by Berlin University.

He stated that the degree of Master of Arts would not be given hereafter at Cambridge, except upon examination. Among the speakers who followed was Dr. Gregory of Illinois, who suggested that in the public estimation college degrees amounted to but little. The American mind is practical in its action and asks rather what a man is doing at present than what college degree he had received years before. President Eliot referred again to the proposition of Professor Wallace that each State should support a university which alone should have the power of conferring degrees. He thought that the new idea of thirty-seven or eight universities in a population of forty millions was preposterous. There was material neither of money, students nor instructors in any one State to support a university.

EVENING SESSION.

Rev. A. D. Mayo of Cincinnati, read an essay on "Methods of Moral Instruction in Public Schools." He said that we have fallen in the era of methods in public instruction, and now we approach the era of method in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our common public schools. The purpose of our schools is not to make either scholars or saints, and for that purpose we have no right to appropriate a dollar of the people's money. The province of these schools is to make good American citizens, and make them become such men and women as the republic can trust in the future. The morality to be inculcated is that of the Christian religion. Less than this we cannot do; more than this we have no right to do. This rage for intellectual culture is becoming the Moloch of our American schools. The teaching of young children is now almost entirely in the hands of young women, and the tendency is to advance women in the work. He thought that it could not be in better hands. Our new method of object and oral training is still on trial. Unless we place in our school rooms a class of teachers filled with a high moral purpose, the children will be dragged down to become common earth worms. He had noticed that boys in the higher grades frequently complained of injustice on the part of their female teachers, and he thought something of this might be due to overwork, but he thought it was chiefly to be attributed to the need of a higher moral purpose. Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance, and almost an utter contempt

for our common American life; very charming, no doubt, as ornaments of wealthy homes, but utterly unfit to mould our boys into well-rounded American citizens. Mr. Mayo then defended the use of the Bible in the public schools, which he said was the great bulwark of morality in the schools.

Dr. Gregory of the Illinois Industrial University said that our schools were designed not only to educate the children intellectually, but morally, and the expenditure for their support could not be justified if we took away that which makes the children grow up into good citizens. We cannot send a child's intellect to school and keep his moral nature at home. The highest intellectual culture cannot be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the republic and of humanity itself depended upon the moral instruction of our public schools.

Hon. Joseph White, the secretary of the Board of Education of Massachusetts, said that Mr. Mayo had to-night given us the truth in eloquent words and more eloquent spirit, and he thought that with such examples inspiring our teachers, the republic is safe. His creed was a brief one, and not of his own originating, but derived from reading the words of one of our best friends of education, now gone to his final rest—Josiah Quincy—who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible," and so, he said, give us the Bible.

WEDNESDAY, AUGUST 7.

MORNING SESSION.

The exercises were opened with prayer by Rev. Dr. Wallace of Illinois.

The report of the committee on nominations was presented. Committees on places for the teachers and on resolutions were appointed. An invitation received to visit the Massachusetts Institute of Technology was accepted with the thanks of the Association. An invitation was received to be present at a Convention of the Teachers' Association of Pennsylvania, to be held the present month. J. W. Hoyt, of Madison, Wis., made a statement of the work accomplished in the proposed founding of a National University. The paper on "The System of Normal Training Schools best adapted to the wants of our People" was then read by Wm. F. Phelps, Principal of the first Normal School of Minnesota. The public mind, said the speaker, is fast accepting the proposition that as a nation we must educate or perish. The unprecedented growth

of Normal schools, since their advent upon our soil twenty years ago, was alluded to as being above that of all others. The first one of the schools was opened in July, 1839, in Lexington, and others followed in Westfield and Bridgewater, while such names as Father Pierce, Horace Mann and Nicholas Tillinghast will be long and lovingly remembered in this connection. If the children of the country were ever to be educated, the teachers must be fully up to the needs of their great work. Previous to the discussion on this paper, opened by Prof. D. B. Hagar, of Salem, Mass. Mr. White announced that he had the great pleasure of introducing the Jubilee Singers, from Nashville (Tenn.) University, who would relieve the monotony of the proceedings with some of their songs. The singers were received with applause, and sang in their well-known manner, "Oh! send them angels down," "Sowing the seed," and "Massa's in de col', col' ground." The thanks of the Association were afterward extended for this entertainment. A paper on the "Educational Lessons of Statistics" was then read by Hon. John Eaton, Jr., National Commissioner of Education. Many amusing anecdotes were related of the style of education in the olden time, taken from the ancient records. In Boston, in 1825, public schools were opened for girls for the first time, but two years afterward the applications for admission became so numerous that Mayor Josiah Quincy had them closed as a failure. Among the lessons taught by the census of 1870 were the facts that there were 6,550,808 youths under instruction in our public schools, at a cost of \$94,190,166, or \$14 per capita; that the cost per capita in private institutions was over \$8 more than in public ones; that there were 5,534,470 persons in the country who could not write; that while 300,000 voters in America, turning from one side to the other, would control a Presidential election, this was 1-6 less than the number of illiterate males entitled to vote; that it was proved that educated labor was worth one-fourth more than uneducated labor, and in most of the States this increase would amount to many times the cost of the support of public schools. These facts had a meaning which would be apparent to every one.

AFTERNOON SESSION.

The exercises in the *Elementary Department* commenced at half-past 2, with the President, Miss D. A. Lathrop, in the chair. A paper was read by Prof. W. A. Hailman, of Louisville, on the adaptation of Froebel's educational system to American institu-

ander Blaikie, D. D. President Wallace of Monument College, Illinois, read a paper on college degrees. These, he said, are designed to be specific measures of attainment. They are of two kinds, those conferred after examination and those conferred without examination, the latter being honorary degrees. The special significance of a degree of Bachelor of Arts, for example, should be the same in all colleges. No degree should be conferred on account of family, wealth, influence or public favor. To confer degrees for such reasons is a wrong to the recipient and to the public. Such a custom has the effect to depreciate the value of the degrees. The degrees of D. D. and LL. D. should be based upon attainments as well defined as the lower degrees.

These attainments cannot be ascertained by examination, but can be by other means in a sufficiently satisfactory manner. The plan of examination for the degrees by college professors is objectionable as it is apt to be lax. As a remedy for the evils of irregularity of conditions on which degrees are bestowed, it was suggested that each State should establish a senate of learned men to pass upon the qualifications of candidates for degrees from the several colleges within its borders. The degree itself should be conferred in the usual manner on commencement day by the colleges concerned; but to give validity to the degree, the previous examination of the senate and its seal and certificate should be essential.

In the discussion which followed President Eliot of Harvard University assented to the leading ideas presented in the paper, but thought that the practical difficulty of the scheme was that it would operate against the weak colleges, and the weak colleges are always in the majority. The college degrees of this country are justly held in low estimation. Justly, because there are so many institutions authorized to confer degrees, and in one of them, at least, degrees are sold without any examination. The difficulty at Cambridge is to secure proper examiners outside the list of college professors. None but practical teachers make good examiners. There had been some consultation between two of the colleges of this State in regard to the standard of examination for degrees. He suggested as a temporary measure that the German system might be adopted—a system which provides that in the use of the title the name of the college should follow; as for example, LL. D. Berl., meaning the degree of Doctor of laws granted by Berlin University.

He stated that the degree of Master of Arts would not be given hereafter at Cambridge, except upon examination. Among the speakers who followed was Dr. Gregory of Illinois, who suggested that in the public estimation college degrees amounted to but little. The American mind is practical in its action and asks rather what a man is doing at present than what college degree he had received years before. President Eliot referred again to the proposition of Professor Wallace that each State should support a university which alone should have the power of conferring degrees. He thought that the new idea of thirty-seven or eight universities in a population of forty millions was preposterous. There was material neither of money, students nor instructors in any one State to support a university.

EVENING SESSION.

Rev. A. D. Mayo of Cincinnati, read an essay on "Methods of Moral Instruction in Public Schools." He said that we have fallen in the era of methods in public instruction, and now we approach the era of method in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our common public schools. The purpose of our schools is not to make either scholars or saints, and for that purpose we have no right to appropriate a dollar of the people's money. The province of these schools is to make good American citizens, and make them become such men and women as the republic can trust in the future. The morality to be inculcated is that of the Christian religion. Less than this we cannot do; more than this we have no right to do. This rage for intellectual culture is becoming the Moloch of our American schools. The teaching of young children is now almost entirely in the hands of young women, and the tendency is to advance women in the work. He thought that it could not be in better hands. Our new method of object and oral training is still on trial. Unless we place in our school rooms a class of teachers filled with a high moral purpose, the children will be dragged down to become common earth worms. He had noticed that boys in the higher grades frequently complained of injustice on the part of their female teachers, and he thought something of this might be due to overwork, but he thought it was chiefly to be attributed to the need of a higher moral purpose. Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance, and almost an utter contempt

for our common American life; very charming, no doubt, as ornaments of wealthy homes, but utterly unfit to mould our boys into well-rounded American citizens. Mr. Mayo then defended the use of the Bible in the public schools, which he said was the great bulwark of morality in the schools.

Dr. Gregory of the Illinois Industrial University said that our schools were designed not only to educate the children intellectually, but morally, and the expenditure for their support could not be justified if we took away that which makes the children grow up into good citizens. We cannot send a child's intellect to school and keep his moral nature at home. The highest intellectual culture cannot be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the republic and of humanity itself depended upon the moral instruction of our public schools.

Hon. Joseph White, the secretary of the Board of Education of Massachusetts, said that Mr. Mayo had to-night given us the truth in eloquent words and more eloquent spirit, and he thought that with such examples inspiring our teachers, the republic is safe. His creed was a brief one, and not of his own originating, but derived from reading the words of one of our best friends of education, now gone to his final rest—Josiah Quincy—who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible," and so, he said, give us the Bible.

WEDNESDAY, AUGUST 7.

MORNING SESSION.

The exercises were opened with prayer by Rev. Dr. Wallace of Illinois.

The report of the committee on nominations was presented. Committees on places for the teachers and on resolutions were appointed. An invitation received to visit the Massachusetts Institute of Technology was accepted with the thanks of the Association. An invitation was received to be present at a Convention of the Teachers' Association of Pennsylvania, to be held the present month. J. W. Hoyt, of Madison, Wis., made a statement of the work accomplished in the proposed founding of a National University. The paper on "The System of Normal Training Schools best adapted to the wants of our People" was then read by Wm. F. Phelps, Principal of the first Normal School of Minnesota. The public mind, said the speaker, is fast accepting the proposition that as a nation we must educate or perish. The unprecedented growth

of Normal schools, since their advent upon our soil twenty years ago, was alluded to as being above that of all others. The first one of the schools was opened in July, 1839, in Lexington, and others followed in Westfield and Bridgewater, while such names as Father Pierce, Horace Mann and Nicholas Tillinghast will be long and lovingly remembered in this connection. If the children of the country were ever to be educated, the teachers must be fully up to the needs of their great work. Previous to the discussion on this paper, opened by Prof. D. B. Hagar, of Salem, Mass. Mr. White announced that he had the great pleasure of introducing the Jubilee Singers, from Nashville (Tenn.) University, who would relieve the monotony of the proceedings with some of their songs. The singers were received with applause, and sang in their well-known manner, "Oh! send them angels down," "Sowing the seed," and "Massa's in de col', col' ground." The thanks of the Association were afterward extended for this entertainment. A paper on the "Educational Lessons of Statistics" was then read by Hon. John Eaton, Jr., National Commissioner of Education. Many amusing anecdotes were related of the style of education in the olden time, taken from the ancient records. In Boston, in 1825, public schools were opened for girls for the first time, but two years afterward the applications for admission became so numerous that Mayor Josiah Quincy had them closed as a failure. Among the lessons taught by the census of 1870 were the facts that there were 6,550,808 youths under instruction in our public schools, at a cost of \$94,190,166, or \$14 per capita; that the cost per capita in private institutions was over \$8 more than in public ones; that there were 5,534,470 persons in the country who could not write; that while 300,000 voters in America, turning from one side to the other, would control a Presidential election, this was 1-6 less than the number of illiterate males entitled to vote; that it was proved that educated labor was worth one-fourth more than uneducated labor, and in most of the States this increase would amount to many times the cost of the support of public schools. These facts had a meaning which would be apparent to every one.

AFTERNOON SESSION.

The exercises in the *Elementary Department* commenced at half-past 2, with the President, Miss D. A. Lathrop, in the chair. A paper was read by Prof. W. A. Hailman, of Louisville, on the adaptation of Fröbel's educational system to American institu-

tions. He advocated the introduction of the Kindergarten system of education, especially as developed by Froebel, who takes the child before it has anything to unlearn. Duane Doty, of Detroit, Mich., followed in a few remarks favorable to the system, as did also Miss Peabody, who explained the practical workings of the method in Germany. A. Bronson Alcott, of Concord, also endorsed this method of early object-teaching. A committee of seven was appointed to investigate the system of Froebel, and report at the next annual meeting. A paper on school architecture and furniture was then read by Ambrose P. Kelsey, of Clinton, N. Y., in which he described different styles of country school-house appointments. Officers for the ensuing year were elected as follows: President, W. A. Calkins, of New York; Vice-President, Miss H. N. Morris, of New York; Secretary, Miss Augusta M. Mauley, of Cincinnati, O. In the *Normal Department*, C. C. Rounds, of Farmington, occupied the chair. The discussion was upon a paper read yesterday on the proper work of the Normal School—an essay by J. C. Greenough, Principal of the State Normal School of Rhode Island. The first speaker was R. G. Williams, of Castleton, Vt., Principal of the State Normal School. He favored teaching methods and not subjects. Geo. P. Beard, of Warrensburg, Mo., was in favor of combining both methods and subjects. Similar views were expressed by E. H. Cook, of West Chester, Penn., C. H. Verrill, of the same State, and C. F. R. Bellows, of the State Normal School, of Michigan. An essay on professional training in Normal Schools was then read by School Commissioner T. W. Harvey, of Ohio. He took strong grounds in favor of professional training, and would admit none who had not been thus prepared to the duties of teachers. J. H. Hoose, of Cortland, N. Y., said there was a lack of unanimity in the methods of imparting instruction in Normal Schools, and this brought disgrace upon the profession. Miss Annie C. Brackett, of New York city, spoke in favor of teaching universal principles. G. P. Beard again took the floor and spoke briefly upon the Normal Institute, and W. F. Phelps, Minnesota, followed on the subject of Normal Schools in general. A. Bronson Alcott, of Concord, Mass., then gave some interesting views upon ideal teaching, after which the regular annual election of officers took place with the following result: President A. G. Boyden, of Massachusetts; Vice-President, J. Estabrook, of Michigan; Secretary, M. A. Newell, of Maryland. In the *Department of Superintendents*, a paper on the early

withdrawal of pupils from School, its causes and remedies, was read by W. T. Harris, Superintendent of Schools of St. Louis, in which he took the ground that the child must be trained to strict obedience before he can be thoroughly initiated into the principles which underlie the highest success; that it is their directing power which he needs to be strengthened in. One of the principal causes of the early withdrawal of pupils from schools, he held, was to be found in the neglect of early education, consequently he would have the age at which scholars were admitted to school, reduced to four years, hoping thus to develop in the child a love of study, and sparing him from the mortification of being attached to classes, for which his age unfitted him. A second reason he found in defective discipline and want of skill on the part of the teacher, the first difficulty making the withdrawal of many scholars necessary, and the other making it oftentimes advisable. A third, and perhaps the most prolific cause, was to be found in defective grading. The result of this mistake was to keep part of the members of a class strained to the utmost, in order to maintain a proper standard, while others were not exercised to the extent required. Those who were over-worked would very likely drop from the class and possibly from the school. He would do away with the system of yearly examination for promotion, believing a period of six weeks or two months, sufficient to intervene between such tests. A. P. Stone, Principal of the High School at Portland, Me., followed. He deplored the fact that children were withdrawn from school at such an early age, but insisted that this was no modern failing. On the other hand, he held that the age of students in our colleges to-day would be found greater on the average than they were thirty years ago. The Chairman, Hon. John Hancock, of Cincinnati, O., expressed disagreement with some of the views presented by Superintendent Harris, particularly with the proposal of frequently transferring pupils in order to retain them. W. E. Crosby, of Davenport, Ia., followed. He deprecated the idea of having children sent to the school-room at the age of four years. Mr. Hubbard, of Springfield, Mass., felt that the trouble they were discussing to-day was in a great measure owing to the feeling which prevailed that an education was not essential to success in business. H. F. Harrington, of New Bedford, dissented from the proposal of frequently transferring pupils. A general discussion between Mr. Harris and the other gentlemen who had spoken followed. The essayist ably de-

fended his position. Mr. Seaver, of Iowa, supported Mr. Harris's system. Rev. Mr. Stone, of Providence, also favored the same ideas. At 5 o'clock the discussion was closed, and the Association proceeded to elect officers for the ensuing year as follows: President, W. T. Harris, of St. Louis; Vice-President, J. W. Paige, of Maryland; Secretary, A. P. Marble, of Worcester, Mass.

The Department of Higher Instruction met at the Institute of Technology, President Wallace, of Monmouth College, in the chair. The first regular paper was read by Prof. Tyler and treated upon the pronunciation of Greek and Latin, advocating the system now in use at Harvard College. President Beard, of Baltimore College, made remarks in support of the paper, and the matter was further discussed by Profs. Harkness, Crosby and Bartholomew. An address was then made by Prof. Pickering, of the Institute of Technology, upon laboratory methods of teaching physics, after which Prof. Shaler, of Harvard, addressed the meeting upon methods of teaching Natural History. The assembly then adjourned.

EVENING SESSION.

The regular paper of the evening, on compulsory school attendance, was read by Newton Bateman, State Superintendent of Public Instruction, Illinois. He maintained that the attendance of children at school should be enforced by Legislative enactments, holding that this was a proper field for the exercise of State power. He would have the entire people in every branch of industry taxed to the fullest extent required to support the schools needed to give complete educational facilities to every child in the land, and then every child in a fit condition should be compelled to attend the school. It must not be expected, however, that these institutions could all be conducted on strictly Sunday-school principles. The law he advocated would compel the sending of every child between the ages of 8 and 14 years to a school at least twelve weeks out of each year, not less than six of which should be consecutive. If it should be urged that this was exceeding the prerogative of the law-making power, he would answer that in every other particular, almost, laws even more arbitrary than this had been enacted. The enforcement of such a law, he held, would not be resisted, or even objected to, and unless we look to the education of the country, he said, we would not long have a country to look to. The reading of the paper occupied so much of the time of the evening that no further speaking was indulged in.

The following persons were unanimously elected as officers of the Association:—President, B. G. Northrop of Connecticut; Vice-Presidents, Newton Bateman, Illinois; Geo. P. Beard, Missouri; A. J. Phipps, Massachusetts; Edward Brooks, Pennsylvania; J. H. Binford, Virginia; John Swett, California; N. T. Lupton, Alabama; A. P. Stone, Maine; N. A. Calkins, New York; Miss D. A. Lathrop, Ohio; W. L. Hailman, Kentucky; N. P. Gates, Arkansas; Secretary, S. H. White, Illinois; Treasurer, John Hancock, Ohio. Councillors at Large, E. E. White, Ohio; John Eaton, District of Columbia. Councillors for States, Warren Johnson, Maine; Judah Dana, Vermont; D. Crosby, New Hampshire; E. A. Hubbard, Massachusetts; J. C. Greenough, Rhode Island; Mrs. M. A. Stone, Connecticut; J. H. Hoose, New York; Adolph Douai, New Jersey; Charles H. Verrill, Pennsylvania; M. A. Newell, Maryland; J. O. Wilson, District of Columbia; A. E. Dolbear, West Virginia; M. Webster, Virginia; Henry P. Blake, North Carolina; W. H. Baker, Georgia; Joseph Hudson, Alabama; Miss H. E. Hasslock, Tennessee; Wm. T. Harris, Missouri; Mrs. A. S. Kissell, Iowa; Miss E. D. Copley, Kansas; George Howland, Illinois; E. R. Stuntz, Ohio; J. Newby, Indiana; E. Olney, Michigan; J. W. Hoyt, Wisconsin; H. B. Wilson, Minnesota.

THURSDAY, AUGUST 8.

MORNING SESSION.

Prayer was offered by Rev. David Crosby, of Nashua, N. H. A paper upon "The Examination of Teachers" was read by Mr. John Swett, of San Francisco. He said there were 300,000 teachers in this country, not more than a tenth of whom are professionally so, that is, design to follow this as a profession. Many of our schools are taught by young seminary girls, waiting to get married. They are good enough, however, for those people who do not see the need of a school all the year round. This partial failure in our school system could be partially overcome by paying adequate salaries, and by proper examination of those to enter the work. Another weak spot in the New England school system is the short term of office of school trustees. Political influence, and too rapid rotation in this office were exercising an unfavorable influence on education. There should be a Board of Education in every State to examine teachers and give a diploma or certificate, which should be of equal value in every State of the country. Now, no matter how high the position held by the educator he would be compelled to undergo another examination before

he could take a position in another State. There should be, also, county boards of examination to give diplomas of different grades. He favored written examinations as the fairest and safest.

Discussion upon the topics contained in the paper followed, opened by Prof. Greene of Rhode Island, who explained the system pursued there in regard to examinations. Mr. B. G. Northrop, while approving most of the admirable paper he had just heard, wished to correct the idea that changes in politics had the effect to change Boards of Education in New England. He had visited, in official capacity, every town in this State and could vouch for the statement that in most cases the best educators were selected, irrespective of party. As to Connecticut and Maine, he was also sure that this was so. Mr. Lyons of Providence, said he had found trouble in his schools with this same matter. There were school-ma'ams in Rhode Island who did not know enough to have charge of an infant not large enough to cry, but could not be got rid of by the Board because people would say, "Oh! she belongs to my church; she calls on my family, and I'm sure she is a very excellent woman indeed." And so matters went on. Mr. Hancock, of Ohio, thought on a thorough examination of teachers, depended more than anything else in school affairs. Children could not afford to have experiments tried upon them. Mr. Stevens, of West Virginia, agreed with Mr. Hancock in this matter. President Chadbourne of Williams College, favored oral examinations over written ones, but thought they might be advantageously combined. Messrs. A. Bronson Alcott, of Concord, Young of New York, and others spoke upon the subject, and the discussion was then closed. By vote, this subject was referred to a committee for consideration, and a resolution introduced covering nearly the same ground.

After a short intermission, Prof. Walter Smith, Director of Art Education, read a paper on "Drawing in the Public Schools." He referred to the injury to pupils by crowding the mental faculties too much by the ordinary routine. Drawing would give the needed variety, cultivate the manual power and give proper ideas of color and form. Drawing is to be regarded in the primary and grammar schools as a language, the speech of the eye, while in the high schools it is to be considered as an art. Teachers should become competent to give instruction in elementary drawing. Where there is a special teacher here, the pupil infers that drawing is a most difficult art which the regular teacher even has not attained to. The speaker referred to the work he would lay

out for the primary, grammar and high schools, and to the methods of instruction in each, thus making the remarks practical to his hearers. The paper was most interesting and acceptable to the audience, and was frequently applauded. Mr. Northrop, of Connecticut, congratulated Massachusetts that she was the first to adopt, by legislation a system of art culture for the public schools. He then in a few words resigned the honor which had been conferred upon him by his election as President, inasmuch as duties in a far-off land (Japan) would demand all his energies in that direction. Several gentlemen expressed a wish that Mr. Northrop would accept the office of President, and assured him that he should be relieved from all burdensome duties in this respect by other officers. After several announcements and the distribution of a detailed chart for drawing instruction, kindly furnished by Mr. Smith, the session was closed.

AFTERNOON SESSION.

The exercises of the elementary department began with the reading of a paper on "Physical Science in Elementary Schools," by C. O. Thompson, the Principal of the Worcester Free Institute of Industrial Science. He advocated the teaching of the natural sciences in the common schools; but he said that in most schools the present work is so imperfectly done that any addition to it would be folly. The first duty of ordinary schools is to come up to the standard of the best schools in methods and apparatus of instruction. In speaking of the physical sciences, he distinguished in favor of natural history. He would make room for the study in our common schools by abolishing the study of grammar and substituting therefor the teaching of language orally by the teacher. He quoted in commendation of his views, from letters from President White, of Cornell, President Clark, of the Amherst Agricultural College, Prof. Chandler, of Columbia College, President Chadbourne, of Williams, Profs. Gilman and Dana, of Yale, President Smith, of Dartmouth, and other distinguished educators. Mr. Isaac N. Carleton, Principal of the State Normal School of Connecticut, thought that the principles as laid down in the paper just read, were mainly correct. He advocated the teaching of the elements of natural science in the primary schools. Mr. C. M. Woodward, the Dean of the Polytechnic Department of Washington University, St. Louis, thought there had been too much of a tendency to generalize and to teach too much in our common schools; and thus some of our most earnest educational efforts had failed. In teaching natural science in our common schools

he thought the study should be made as interesting as possible, and so taught as not to interfere with the elementary studies. At the conclusion of the discussion on Mr. Thompson's paper, a paper by Francis A. Underwood, of this city was read. It treated of English Literature, and the place it should occupy in popular education. He thought that one of the greatest errors of our system is the constant reading and re-reading of books which are intended for elocutionary exercises.

The Normal Department was called to order by the President, C. C. Rounds, of Maine, who introduced Geo. P. Beard, of Missouri, as the first speaker. His subject was the relation between matter and method in Normal instruction. The relation of matter to method he considered that of cause to effect. Subject-matter was the essential means of securing philosophical method in Normal instruction. Mental science was an equally essential and a complementary means and should be taught simultaneously with the special and practical end of promoting teaching ability. Subject-matter should be used continually in Normal instruction as a means to illustrate principles and methods of teaching. The academic theory and so-called professional course were sharply criticised and suggestions of a higher grade of Normal schools were presented. The discussion was participated in by Messrs. Williams, of Vermont, C. H. Verrill, of Pennsylvania, and J. C. Greenough, of Rhode Island. After the discussion, Miss J. H. Stickney, of Boston, was introduced and spoke to some length on practice schools, their uses and their relation to Normal training. Her remarks were principally confined to a relation of her experience in teaching after the system of practice schools. Her audience was very attentive and warmly applauded when she had finished.

The Department of Superintendents met at 2:45, President John Hancock in the chair. The first paper was read by Joseph Hodgson, State Superintendent of Public Instruction, Alabama, treating upon public education in the South. As an introduction, he drew a picture of the condition of the South as regards territory and capabilities, claiming that for natural advantages and possibility of development it was one of the most favored regions of the earth. Unfortunately, however, the ignorance of the common people there, he said, was general and lamentably great. The condition was even worse among the whites than among the colored population, for while the latter, at the worst, were but at a stand-still, the former were actually grow-

ing more and more illiterate. Of the voters of that section upwards of 1,120,000 were unable to read or write. He was favorable to the idea of compulsory education, believing that if the Government has the right to tax the people to educate the masses it had an equal right to make those masses receive the benefits of the levy. But he declared that the South was not in a condition to endure any great taxation for schools or any other purpose, as the rate now was generally in that section twice as high as in the older states. He hoped that the General Congress might see fit to extend a helping hand to these people. This was the more to be desired, as the States admitted to the Union after 1848 received gratuities of land for educational purposes far in excess of what the earlier members of the Union were given. At the conclusion of the address, President Hancock drew attention to the very great importance of Gen. Hodgson's utterances. John Eaton, Jr., United States Commissioner of Instruction, followed. He was strongly in favor of having aid extended to the Southern States. Mr. Blake, of North Carolina, hoped the paper read by Gen. Hodgson might be placed before all the reading men of the country, believing that it expressed the exact condition and great need of the South. Mr. Hubbard, of Iowa, expressed similar views. Hon. J. P. Wickersham, Superintendent of Schools, Pennsylvania, stated that he opposed certain bills heretofore presented to Congress, yet favored any bill that would help to build up the public schools of the suffering South. Pennsylvania and Ohio would be very likely to oppose Mr. Hoar's bill, but would support any bill that will assist both the whites and the blacks. Dr. Henry Barnard, of Connecticut, desired to have a system of management inaugurated in the South similar to the Rhode Island system, or the itinerant system of Sweden. President Hancock closed the debate with a touching tribute to many of those able educators endeavoring to elevate the people of the South. W. T. Harris, Superintendent of Schools, St. Louis, read the report of the committee on school per centage. They favored keeping a daily and monthly average of attendance. They would also have all scholars dropped from the school-roll, who were absent over five days. The report was adopted.

The session of the Department of Higher Instruction was opened with an address upon the "Method of Teaching English in High Schools," by Prof. March, of Lafayette College, Pennsylvania. In the preliminary study of English, thorough drill in the analysis of sentences was recommended. In

regard to the subsequent course of instruction, the Professor made the following suggestions: First, that good habits of speech in conversation are caught rather than taught. Second, the declamation of choice passages of English literature is an important means to proper education. Third, there should be special exercises in regard to errors of speech, not such errors as were comprehended by the word "slang," but errors of construction of sentences. At the close of the address several questions were asked the Professor, and Prof. Greene, of Providence, and Prof. Tuttle, of New Bedford, made remarks in general approval of the ideas advanced by the lecturer. The next part on the programme was a discussion of the bill now before Congress for the establishment of a national university. President Eliot, of Harvard, being called upon to express his views, said that as he had understood the matter, the Association had never committed itself in favor of the bill, and he hoped that no action of that kind would be taken without full discussion. He did not approve of the project at this time. Prof. Hoyt claimed the Association were already pledged to the measure. Prof. Northrop thought this an inopportune time to press the bill. A general discussion followed between these gentlemen, when the whole subject was referred to a committee, consisting of President Eliot, Prof. Hoyt and the President of the University of Alabama. Officers of the Department for the coming year were elected as follows: President, D. A. Wallace, of Illinois; Vice President, J. D. Runkle, of Massachusetts; Secretary, W. D. Henkle, of Ohio.

The Association met in general convention at about 4:30 o'clock. The first speaker was Arinori Mori, resident Japanese Ambassador to the United States. He said the language of Japan "ended too short," and consequently was not fitted for the wants of the people. His people, he said, were thoroughly awake to the importance of education, and the English language was what they needed to develop their full powers. President White responded in happy terms, after which resolutions were adopted heartily commending the action of Congress in setting aside of the public lands for school purposes; recognizing the great importance of education in art; declaring that in the careful special preparation of teachers is the only guarantee of the success of our school system; that correct methods of instruction is a subject demanding immediate attention; congratulating themselves upon the work of the National Bureau of Education; expressing sympathy with the family of W.

O. Hinkey, of Minnesota, lately deceased and regret for his loss, and thanking Judge Hoar and Mr. Pierce for their efforts in Congress, in connection with the Education bill they have so ably advocated.

The following gentlemen were elected as honorary members: Hon. William Gaston, Rev. A. C. Waterston, Francis H. Underwood, A. Bronson Alcott, Henry Barnard, Arinori Mori and Edward Shippen.

Before leaving the chair President White made a few remarks, complimenting those in attendance for their zeal and faithfulness, and then introduced the President elect, Mr. Northrop, who very happily remarked upon the interest of the occasion. After singing the Doxology, the meeting was declared adjourned, to meet in Elmira, N. Y., next year.

ENTERTAINMENT AT FANEUIL HALL.

In the evening, the members of the Association were treated to a collation at Faneuil Hall. It was given in the name of the School Committee of the City of Boston, and its character was worthy of the courtesy which suggested it.

The tables were bountifully spread and sweet music was discoursed by Carter's Band, during the repast. Speeches were made by Rev. R. C. Waterston, Prof. Chadbourne, Hon. Alex. C. Rice, President of the Board of Trade, Hon. B. G. Northrop, Hon. Joseph White, Hon. E. E. White, Gen. John Eaton, Jr., Hon. J. P. Wickersham, Hon. John Swett, Col. Joseph Hodgson and Prof. W. T. Harris. After the speaking came to an end, an hour was spent in social intercourse, enlivened by the band music, after which the assembly dispersed in good spirits.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The forty-third annual meeting of this Society was held at Lewiston, Maine, on the 13th, 14th and 15th of August.

The indefatigable efforts of the President, Abner J. Phipps, Ph. D., of Massachusetts, to make this meeting an interesting and profitable one, were crowned with success.

At the first session on Tuesday evening, which was held in the Grammar School Hall. Rev. F. F. Ford offered prayer. The Secretary read the minutes of the last annual meeting, held at Fitchburg, Mass., July, 1871. Hon. M. T. Ludden, in the absence of Mayor Cowan, made the address of welcome, President Phipps, responded briefly, and Hon. J. L. Pickard, Superintendent of Schools, Chicago, as a substitute for Hon. James G. Blaine,

gave the chief address of the occasion. His theme was "The Hindrances to Making the Work of Teaching a Profession." We wish that we could give an abstract of his very valuable remarks.

On Wednesday the Institute occupied Lyceum Hall, at each of its three sessions. The attendance of educators was very good, for a rainy day. Rev. E. M. Haynes of Lewiston, offered the morning prayer. Walter Smith, Esq., late of England, now of Boston, Mass., State Director of Art Education in Massachusetts, read an admirable paper on "Drawing in our Public Schools." A pleasant discussion followed, Mr. Smith being called upon to answer several questions from the floor. Committees were appointed, but among the names announced there was not one of a representative from Connecticut. An admirable paper, on Music in Schools, was then presented by J. Baxter Upham, M. D., Chairman of the Committee on Music, of the Boston School Board. Dr. Upham sketched the history of the Study of Music in our Public Schools, especially in the schools of Boston, where, in 1839, the study was first regularly introduced by the School Board. Mr. Luther W. Mason, teacher of music in the Primary Schools of Boston, with a class of little ones from the Lewiston schools.

Francis H. Underwood, Esq., and Rev. Dr. Bartol, of Boston, occupied the afternoon in discoursing, the former upon "English Literature," and the latter on "Industrial Education." The evening address was a telling one on the "Influence of Education upon Labor," by Hon. J. W. Patterson, late U. S. Senator from New Hampshire. The honorable gentleman spoke most eloquently, and it would gratify us to give an abstract of his scholarly discourse, had we room.

On Thursday, the weather was exceedingly unpleasant, and the attendance consequently small. The morning session was opened with prayer by Rev. J. S. Burgess, of Lewiston. Officers for the next year were then elected as follows: President, M. C. Stebbins of Springfield, Mass.; forty-two Vice-Presidents; Secretary, W. Eaton, Charlestown, Mass.; Assistant Secretary, Alfred Bunker, of Boston, Mass.; Treasurer, George A. Walton, Westfield, Mass.; and twelve Counsellors.

Resolutions of respect to the memory of members of the association, deceased the past year, were adopted. These are Rev. Charles Brooks, of Medford, Mass.; Rev. Cyrus A. Crane, D. D., of East Greenwich, R. I.; William Seaver, of Northboro, Mass.; Albert A. Gramwell, of Providence, R. I.; and Dr. Lowell Mason, of Orange, N. J.

Addresses were made by Rev. Charles Hammond, of Monson, Mass., and Prof. Greene of Providence, on Dr. Mason. Mr. Lyon, of Providence, paid a tribute to the memory of the late Mr. Gamwell.

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TEACHING MORALITY.

BY N. H. WHITTEMORE, NORWICH.

It is presumed that every experienced teacher appreciates the importance of imparting other knowledge than that embraced in a prescribed course, and is conscious of the fact, that there is much general instruction which, from its nature, cannot be systematically arranged among the requirements, but is left, to a great extent, discretionary with him.

Although the majority of public school teachers may not be disposed to take advantage of such discretionary power, with some, the word discretionary seems to signify a more extensive range of liberty than is consistent with the instruction of a wise teacher.

In addition to the training of the intellectual faculties, it is highly essential, that the teacher keep a watchful eye over the morals of the pupils. That this is not a favorite topic with children is very true, and they generally believe that discretionary power, with regard to their morals, should be al-

regard to the subsequent course of instruction, the Professor made the following suggestions: First, that good habits of speech in conversation are caught rather than taught. Second, the declamation of choice passages of English literature is an important means to proper education. Third, there should be special exercises in regard to errors of speech, not such errors as were comprehended by the word "slang," but errors of construction of sentences. At the close of the address several questions were asked the Professor, and Prof. Greene, of Providence, and Prof. Tuttle, of New Bedford, made remarks in general approval of the ideas advanced by the lecturer. The next part on the programme was a discussion of the bill now before Congress for the establishment of a national university. President Eliot, of Harvard, being called upon to express his views, said that as he had understood the matter, the Association had never committed itself in favor of the bill, and he hoped that no action of that kind would be taken without full discussion. He did not approve of the project at this time. Prof. Hoyt claimed the Association were already pledged to the measure. Prof. Northrop thought this an inopportune time to press the bill. A general discussion followed between these gentlemen, when the whole subject was referred to a committee, consisting of President Eliot, Prof. Hoyt and the President of the University of Alabama. Officers of the Department for the coming year were elected as follows: President, D. A. Wallace, of Illinois; Vice President, J. D. Runkle, of Massachusetts; Secretary, W. D. Henkle, of Ohio.

The Association met in general convention at about 4:30 o'clock. The first speaker was Arinori Mori, resident Japanese Ambassador to the United States. He said the language of Japan "ended too short," and consequently was not fitted for the wants of the people. His people, he said, were thoroughly awake to the importance of education, and the English language was what they needed to develop their full powers. President White responded in happy terms, after which resolutions were adopted heartily commending the action of Congress in setting aside of the public lands for school purposes; recognizing the great importance of education in art; declaring that in the careful special preparation of teachers is the only guarantee of the success of our school system; that correct methods of instruction is a subject demanding immediate attention; congratulating themselves upon the work of the National Bureau of Education; expressing sympathy with the family of W.

O. Hinkey, of Minnesota, lately deceased and regret for his loss, and thanking Judge Hoar and Mr. Pierce for their efforts in Congress, in connection with the Education bill they have so ably advocated.

The following gentlemen were elected as honorary members: Hon. William Gaston, Rev. A. C. Waterston, Francis H. Underwood, A. Bronson Alcott, Henry Barnard, Arinori Mori and Edward Shippen.

Before leaving the chair President White made a few remarks, complimenting those in attendance for their zeal and faithfulness, and then introduced the President elect, Mr. Northrop, who very happily remarked upon the interest of the occasion. After singing the Doxology, the meeting was declared adjourned, to meet in Elmira, N. Y., next year.

ENTERTAINMENT AT FANEUIL HALL.

In the evening, the members of the Association were treated to a collation at Faneuil Hall. It was given in the name of the School Committee of the City of Boston, and its character was worthy of the courtesy which suggested it.

The tables were bountifully spread and sweet music was discoursed by Carter's Band, during the repast. Speeches were made by Rev. R. C. Waterston, Prof. Chadbourne, Hon. Alex. C. Rice, President of the Board of Trade, Hon. B. G. Northrop, Hon. Joseph White, Hon. E. E. White, Gen. John Eaton, Jr., Hon. J. P. Wickersham, Hon. John Swett, Col. Joseph Hodgson and Prof. W. T. Harris. After the speaking came to an end, an hour was spent in social intercourse, enlivened by the band music, after which the assembly dispersed in good spirits.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The forty-third annual meeting of this Society was held at Lewiston, Maine, on the 13th, 14th and 15th of August.

The indefatigable efforts of the President, Abner J. Phipps, Ph. D., of Massachusetts, to make this meeting an interesting and profitable one, were crowned with success.

At the first session on Tuesday evening, which was held in the Grammar School Hall. Rev. F. F. Ford offered prayer. The Secretary read the minutes of the last annual meeting, held at Fitchburg, Mass., July, 1871. Hon. M. T. Ludden, in the absence of Mayor Cowan, made the address of welcome, President Phipps, responded briefly, and Hon. J. L. Pickard, Superintendent of Schools, Chicago, as a substitute for Hon. James G. Blaine,

gave the chief address of the occasion. His theme was "The Hindrances to Making the Work of Teaching a Profession." We wish that we could give an abstract of his very valuable remarks.

On Wednesday the Institute occupied Lyceum Hall, at each of its three sessions. The attendance of educators was very good, for a rainy day. Rev. E. M. Haynes of Lewiston, offered the morning prayer. Walter Smith, Esq., late of England, now of Boston, Mass., State Director of Art Education in Massachusetts, read an admirable paper on "Drawing in our Public Schools." A pleasant discussion followed, Mr. Smith being called upon to answer several questions from the floor. Committees were appointed, but among the names announced there was not one of a representative from Connecticut. An admirable paper, on Music in Schools, was then presented by J. Baxter Upham, M. D., Chairman of the Committee on Music, of the Boston School Board. Dr. Upham sketched the history of the Study of Music in our Public Schools, especially in the schools of Boston, where, in 1839, the study was first regularly introduced by the School Board. Mr. Luther W. Mason, teacher of music in the Primary Schools of Boston, with a class of little ones from the Lewiston schools.

Francis H. Underwood, Esq., and Rev. Dr. Bartol, of Boston, occupied the afternoon in discoursing, the former upon "English Literature," and the latter on "Industrial Education." The evening address was a telling one on the "Influence of Education upon Labor," by Hon. J. W. Patterson, late U. S. Senator from New Hampshire. The honorable gentleman spoke most eloquently, and it would gratify us to give an abstract of his scholarly discourse, had we room.

On Thursday, the weather was exceedingly unpleasant, and the attendance consequently small. The morning session was opened with prayer by Rev. J. S. Burgess, of Lewiston. Officers for the next year were then elected as follows: President, M. C. Stebbins of Springfield, Mass.; forty-two Vice-Presidents; Secretary, W. Eaton, Charlestown, Mass.; Assistant Secretary, Alfred Bunker, of Boston, Mass.; Treasurer, George A. Walton, Westfield, Mass.; and twelve Counsellors.

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Although the majority of public school teachers may not be disposed to take advantage of such discretionary power, with some, the word discretionary seems to signify a more extensive range of liberty than is consistent with the instruction of a wise teacher.

In addition to the training of the intellectual faculties, it is highly essential, that the teacher keep a watchful eye over the morals of the pupils. That this is not a favorite topic with children is very true, and they generally believe that discretionary power, with regard to their morals, should be al-

lowed them also ; hence the difficulty of exercising the right kind of influence over them.

There is, however, an error which may be committed in connection with the teaching of morality, and not unfrequently, the more zealous the teacher is to make that kind of instruction effective, the graver will be the error. In his enthusiasm to do his pupils the greatest possible good, he may unconsciously confound *morality* with *theology*, and his lecture may become largely sectarian.

There are teachers whose consciences do not seem to hamper them in the least with the fear of committing this error, but who allow themselves to include in their remarks some of the disputed questions in theology and possibly they may feel that they are doing much good, when really they are representing doctrine for truths, theories for facts. Although this class of teachers is less numerous than formerly, owing to the regulation so generally established excluding from the school questions of a sectarian or partisan character, *occasionally* we are reminded that some are not discreet in their talks to pupils. I have said that this evil may be the more aggravated by those teachers who are most anxious to make their instructions impressive, and, indeed, it may sometimes be true, that the teacher will be ignorant of the fact, that he is trespassing on the rights of the pupils—this is more excusable than an offence of this kind committed defiantly.

The conflicts between religious creeds are fraught with too much bitterness to justify any practices on the part of the public school teachers which will tend to kindle anew the fires of jealousy and hatred between the advocates of opposing doctrines, and, although the children, from their youthfulness and inexperience may not know, in every instance, when they are being wronged, the teacher who would shield himself by this means, in promulgating his own beliefs, is not only *unjust* but *cowardly*.

We are then of necessity circumscribed, in our endeavors to teach morality, least we confound it with theological instruction ; but, really, when we stop to reflect, is there not morality enough that can be taught in the day school, without including with it questions, regarding which there are various opinions and which belong more properly to the Sunday School or to the Church ?

Children are greatly influenced to do well, or ill, according to the justice and impartiality shown them by those having them in charge, and they appreciate more, perhaps, than they appear to, a teacher who exhibits a spirit of fairness towards them, and who, while encouraging them in well-

doing, shows no inclination to contradict or sneer at the religious or political opinions, which they know are respected and advocated at home.

Let it be remembered then, that, in a school supported by *public taxation*, nothing should be taught which would interfere with the religious or political opinion of the public and that whoever indulges in such practices cannot be respected by all, although he may be held in high esteem by some of his pupils.

Aside from the regular studies of the school, what then can be taught which shall be neither sectarian nor partisan. Surely there could be no opposition to instruction intended to promote good habits, which are the surest test of morality.

We can freely teach that intemperance is a vice, to be indulged only at the peril of health and happiness and, in order that pupils may understand the effects of unnatural stimulants, they should be taught something of Physiology and Hygiene.

I cannot see how every one can reasonably complain of a teacher who should speak warningly of the use of tobacco, showing that it is a poison which the system repels at first, but gradually accustoms itself to the effects of the narcotic and finally seems to require its daily use, which unnatural state of the system cannot be desirable, as it causes the user to become the slave of a disagreeable, unhealthy, and expensive habit.

Profanity and vulgarity can be held up by the teacher as vices, quite as hurtful to the mind, as poisons are to the body. Other evils, which we will not enumerate, will suggest themselves from time to time and should be discussed in the hope of establishing a high, moral standard and this too, without introducing anything offensive to the religious conviction of the hearers.

When, however the future condition of the human race is discussed and the fear of the hereafter is used as an incentive to promote good conduct among the public, then is the teacher trespassing on *forbidden ground* and doing that which he would hardly justify his brother teacher in doing, who holds theological opinions diametrically opposed to his own.

In closing, I would remind the teacher that, as bigotry is fast yielding to reason, and more liberality exists among the advocates of different creeds, and as the opinion is becoming more prevalent, that all the good is not in one church, it would seem that the public school teacher ought to "discern the signs of the times" and, in the spirit of the "new commandment," seek to encourage a kind

Christian feeling among his pupils, keeping ever in mind the maxim of justice to all, oppression to none.

PRIMARY SCHOOLS.

Much light on the great subject of Education, has dawned upon the present age. Yet broad wastes are still unilluminated. "There remaineth yet, very much land to be possessed." The theorist may have made prosperous way through the wilderness of conflicting opinions; but the practical teacher seems yet to stand upon Pisgah, exploring a varied and beautiful heritage—not yet fully recovered from the heathen. Philosophical writers have labored to illustrate the different departments of mind. They have unfolded its chart, and said "here is a stream, and there is a mountain, and there a valley." But have they told us how the stream may be guided, until it becomes a river? how it may fertilize and gladden its banks, until it meet the sea? Have they pointed out among the rocks, and tangled foliage of the mountain, the sunny spots which are capable of culture or ornament? Have they instructed us, how the valley may be best made rich for the harvest? how its fruits may be safely gathered into the garner of eternal life? It is the province of the faithful teacher to enter the field which the philanthropist has described; to test the validity of the precepts which the sage has promulgated. And is not this office as honorable as it is responsible? It is but too often the case that *primary schools* are undervalued, or their interests committed to unskillful hands. The assertion is sometimes made, that "any one will do to keep a school for *little children*. Any decayed, ignorant woman, unable otherwise to earn a living, is pronounced fit to gather around her, the freshest, youngest spirits; to spread out, and to inscribe at pleasure, the tenderest, most impressible page of human existence. Should this be so? Is he who builds a house inattentive to its foundations? he who would erect a pyramid, careless to give solidity to its base? So, they who aid the mind in its earliest developments, should be qualified wisely and efficiently to use their delegated authority. Primary schools are assuming more importance in the opinion of the public, as the necessity of moral training becomes better understood. Intellectual education was formerly considered almost the sole object for schools, and the culture of right principles pursued only as far as they advanced or impeded it. Yet is it not rather

the true order of things, to give the highest place to that which regulates our duty here, and affects our happiness hereafter? If we view the *intellect* as an instrument by which we arrive at the *heart*, those who educate the young, should make every science, every lesson, an adjunct in the culture of right dispositions and correct conduct. Under such a system, the pupils who are least advanced in age, may prove their most promising subjects; for their *hearts* ripening sooner than their understandings are more easily reached, more easily modified, less permanently injured by evil habit or example. Formerly, they were held in promiscuous schools, as a sort of hindrance or interruption to the elder classes. To keep their station on a bench with their little feet vainly reaching after the floor; to study strange characters; to be occasionally called to utter unintelligible sounds; to be bidden by nature to *move*, and by the teacher to *sit still*, to wait with wide open wondering eyes, at a mysterious banquet of knowledge, and to find scarcely a crumb falling from the table for them, was but too often their portion. Like the children of Israel in the land of bondage, they could not but "see that they were in evil case." Yet, as moral culture gains its true prominence, the "prisoners will be brought forth from the prison house," and admitted as favored students of that science which endureth when "if there be tongues they shall cease, if there be knowledge it shall vanish away." In bespeaking a due share of the attention for those almost infantile pupils, which surely in promiscuous schools, have been too much, and too long neglected, it may be well to consider the force and vitality of early impressions.

Close observers of character perceive that they may spring up in unexpected forms, through every period of future life. When the seed is forgotten, when the hand that sowed it moulders in dust, it may be perfecting its fruit. With what tenacity do the aged cling to the memories of early years. Passing events are to them comparatively divested of interest. The hopes and passions, which agitate young hearts, have grown powerless. Tell them of the news, the fashions of the day, and you win a *divided* attention. The *heart* is elsewhere. The past has taken possession of their whole being. The voice of their mother in the cradle hymn, comes back to them, when the ear is deaf to the melody of "singing men and singing women." The lessons of their earliest teachers, the scenery of their first school, are vivid before them. It is said of the aged Swiss and Germans, in the more anciently settled parts of Pennsylvania, that when death approaches, they are heard to speak in the languages learned in infancy, though they had been for years unaccustomed to their use. Teachers of

primary schools! have you ever thought that the words which you utter to the little ones at your feet, the counsels which they now seem so lightly to regard, may grave themselves as with the point of a diamond, and go with their souls to the judgment of the Great Day. Have you not, indeed, a dignified vocation, standing as you do, next to the mother, and she, next to God? taking into your hand that which is never to die, and promising to restore it, to those who intrusted it, not only uninjured, but brighter and more precious? Let your own deportment, your own life, be the lessons of your young pupils. Be diligent, be conscientious, be prayerful, *be yourselves what you require of them to become*, and doubt not that the Divine blessing will animate and repay your labors.

FEMALE STUDENTS AT ZURICH.

The *Revue des Deux Mondes* gives some interesting statistics of the female students at Zurich since the year 1864, when two Russian ladies first ventured to attend the Zurich classes, a couple of Zurich dames having previously been admitted to certain lectures. The appearance of the Russians led to a discussion in the *Senatus* in 1865, when parties were pretty evenly balanced, but no decision was arrived at, as it was thought the ladies would hardly persevere in their designs. In 1867, in fact, one of the visitors did withdraw, but the other, who had made real progress, announced her intention of going in for the degree of M.D. This necessitated admission as a matriculated student of the University, to which the rector gave his consent without further consulting the *Senatus*, under the impression apparently that it would prove an isolated case. The lady passed with honors, and before the close of the year two more female students arrived from England. In 1868 Switzerland and America each sent a representative, and two years after Austria and Germany. By far the largest number, however, came from Russia. In 1869 there were nine Russian students of the fairer sex, and at the end of 1871 no less than 17. There are now 63 in all at the university, 51 of whom, including 44 Russians, attend the medical, and 12 the philosophical courses. The large number of Russians may be explained by the fact that for some time ladies have been admitted to the gymnasias or upper schools of the Russian provincial capitol, and even to a special course of lectures at the universities. Since 1867 six ladies have taken the degree of M.D. at Zurich, and 17 abandoned their studies in despair. As the medical students at the university number at present 208, it will be seen that the ladies are nearly one-fourth of the whole. Of the six Zurich M.D's two are practicing in St. Petersburg, one of them in partnership with her husband, a third is with Dr. Garrett Anderson in London, the fourth physician to the Children's Hospital at Boston, and the fifth, assistant to Dr. Biermer, professor of clinical medicine at Zurich.

THE CONN. SCHOOL JOURNAL.

NEW HAVEN, SEPTEMBER, 1872.

EDITORIAL.

The time for the Annual Meeting of the State Teachers' Association, is close at hand. The occasion will be to us essentially what we choose to make it. If we give it little forethought, it may be expected to be of little value. By bestowing due attention to it, both in preparatory thoughtfulness and in the actual appreciation of its exercises, we may count on returning to our posts with a truer ring to our metal.

The numberless details of such a meeting are not carried through successfully without much weary and much unappreciated work on the part of our officers, and of the local committees at the place of session. Very naturally the great question of Yankee thrift comes constantly to the surface in all this work, "Does it pay?"

That it does pay; that it should be thoroughly sustained by the united forces of the experienced teachers of the State; that its much needed benefits give it a claim upon the attendance and thorough co-operation of all our teachers,—we have not a doubt. Yet there is no little danger that hardly excusable indifference on the part of many, may make the whole affair a useless mass of routine.

Much needs yet to be done, that these gatherings may be brought to the high-water mark of usefulness.

That an arrangement of exercises could be devised which should largely increase the total effect, is highly probable. It is not likely that the present plan, though time-honored, of stringing together, wampum-fashion, certain, well rounded and polished papers on prominent topics, is the most effective one. Probably some programme, developing far more than is now done, the ideas not only of the speakers, but also of the assembled teachers in free discussion upon certain important themes, would be manifold, more powerful, than the present discussion, and rather too general addresses. It may even be possible and wise to put the whole question of the nature and order of exercises, into the hands of a strong committee, to be reported upon, at the next meeting. Certainly it is a matter of sufficient importance to justify this special consideration.

One suggestion we may be permitted to make. A marked and remarked defect both in our last

Annual State Meeting and in the sessions of the National convention at Boston, was the meagerness of the discussion. This was not in the least the fault of the teachers present, but due to a deficiency in the time allotted for discussion. In the October number of last year, Mr. Davis, then editor of this Journal, proposed in its columns, six good questions for discussion. They were all practical questions, yet they were not so much as touched upon, during the proceedings. May we not hope for better success in this respect this season?

It is also of the highest importance to the attainment of the objects of the association, that the attendance of teachers should be as full as possible. The action of this organization is in no way authoritative; neither its decisions nor its opinions are in the least degree binding upon any one. Yet if it is what it should be in numbers and quality, its influence should be none the less marked and beneficial. Its functions are entirely advisory; it will do its work, if at all, by the sheer weight of moral influence. Under these circumstances, it should be made imposing in numbers and weight, that it may produce the desired effect: it should not simply *represent* the teachers of the various portions of the state by a few delegates, as a legislature is represented; but it should *be* the teachers of the state, assembled in all their mass and dignity. Then alone can it be expected to carry with it power, and to be a sword that shall make history.

But the most powerful work of the Association is probably not to be found so much in any influence that it will exert upon those outside of its assembly, as in the mutual effects produced upon its attendant members. What is much needed, and what is surely gained, by these assemblies, is the inimitable effect of the trituration of mind upon mind. The best teachers often need a polishing and a smoothing; a rounding off of their harsh points, which association with their fellows can alone effect. The various progressive methods of instruction here brought somewhat into contact with each other in the interchange of ideas, and comparing of views, will have their excrescences worn away, and become more acceptable to the community.

But especially grateful is the effect of this intermingling of teachers upon those localisms, and that narrowness of vision which act like millstones about the neck of many teachers. There are too many, whose fields of action and communication have always been circles of such small radius that they are utterly local in their ideas, and consequently deficient in breadth of thought and influence.

Such inevitably fail to occupy the position that they should, in their communities. As a natural result, they will fall into one or the other of the two unfortunate classes of teachers—either into the class who wonder unceasingly *why* they hold no higher social position among men, or into the class who assert boldly that there is neither honor, dignity, nor professional influence to a teacher.

TEACHERS will please bear in mind that the important discussions of the National Association are not lost in the meager reports to which our journal in common with all others, is necessarily restricted. These brief accounts will answer the temporary purpose of indicating the general tenor of the proceedings, but according to the usual custom a complete report containing the full text of all the papers will be issued as soon as possible, and will be procurable of the Secretary of the association. Those who would keep up with the times will do well to obtain a copy and to read it.

The attendance at the Boston meeting of the Association was satisfactory, but would have been much larger had not the principal railroads for some unexplained reason, failed to extend the usual courtesies in the reduction of fare.

We think our readers will be interested in the short extract, which we make below, from "The Child," an exposition of Froebel's ideas on child-culture, by Miss Kriege. There are many passages in the book which are suggestive both to parents and teachers, and we may present some further selections in following numbers.

THOUGHTS ON CHILD-TRAINING.

BY FROEBEL.

There are in the life of adults, as well as in the life of nations and humanity at large, epochs which exercise a formative influence on it. Something similar takes place in the life of children, and Froebel points out to mothers that by taking advantage of certain moments, the right educational influence is derived. The less the child's consciousness is developed, the stronger will be the moral effects of those incidents that seem to us trivial. If the importance of such results were rightly estimated: if the impression made by them were not too quickly effaced, and so the true effect disturbed, the moral development would rest on a firmer basis.

Everything, even the smallest incident in the life of the infant, is of importance; because it is the beginning of all that is to follow. For instance, Froebel considers the child's first fall as one of the most important events in its early development, the effect of which should not be disturbed. The child's courage in running, proceeds from ignorance of danger; it is like virtue which has been neither tried nor tempted. The child falls, and its security of ignorance is at once shaken. Friends who rush to the rescue, lamenting over and petting it, are unwise. Even though it should be a little hurt, and scream in consequence, it should be left to itself long enough to receive a full impression from this first fright and hurt. Then caution awakes, self-confidence is no more blind, and the necessity for gaining strength and skill is learned by degrees. Nothing renders men more superficial than a quick succession of impressions, of which the one effaces the other, without leaving any distinct trace in the soul. The present generation, especially in "high life," furnish proof of this. Fast reading, fast travelling, the crowding of all kinds of enjoyments, even the higher ones of nature and art; the pressure and hurry of life, more than anything else, make great numbers in our day superficial, empty, and wholly devoid of the spirit of poesy.

The importance of the first plays of children, has not yet been sufficiently recognized. They are a manifestation of the character of the human being in its first appearing, and as such worthy of study, not so much in their form, as in the indications which they furnish. Here again, those who do not understand the soul of the child, who have forgotten their own childhood, may smile, because we see in those simple plays the germ of the soul—life, the seed of spiritual development. But if the first plays of the child, its first childish utterances, are not in connection with the last works of mature age, there is no coherence in human life, no consecutiveness in the development of men's spiritual nature. Only when this connection is fully understood, and education does not sever the thread which unites the child with the youth, will manhood and old age realize their ideals. Then true men, noble character, will be developed. Humanity must again be brought into close contact with nature. Natural sciences should be more studied with nature herself as the text-book. But that this may be done, we must begin to give to babes the symbolisms of nature, which they understand better than anything else. As humanity in the early dawn of its life understood

the language of nature, and heard God's voice in it, so the child understands nature's language of beauty and poetry; and to give it artificial things instead of natural objects, is a cruel wrong. Froebel says in relation to man's unity with nature: "What God has united, man shall not sever."

"THE CHILD." BY MISS KRIEGE.

BOOK NOTICES.

A COMPENDIUM OF THE HISTORY OF THE UNITED STATES.* The following quotation from Mr. Stephens's introduction, will show the purpose of the author.

1. "It is the purpose of the author of this work to give to the youth of the country, as well as the general readers, a condensed history of the United States of America; embracing all important facts connected with the discovery and early occupation of the country, within their limits, by immigrants from other lands; together with the facts attending the formation of their governments, and the establishment of those free institutions which have so marked, as well as distinguished them, among the nations of the earth."

2. "In the prosecution of this design, the first object will be, after a brief presentation of the facts attending the discovery of the continent of America, to trace, during their colonial condition, the history of each one of the separate political communities known as British Colonies thereon, which afterwards became united under the style of the United States of America, and then to trace the history of these states, so united under their existing Union, down to the present time."

To carry out the purpose thus announced, of furnishing the youth and general readers of our country a history of the States as separated and as united, requires a mind of large powers to comprehend the various subjects in their relations proximate and remote; great industry in collecting facts from the wide fields of space and time; a thorough acquaintance with the motives which govern men when acting in political communities; a conscientious

* *A Compendium of the History of the United States*, from the earliest settlements to 1872. Designed to answer the purpose of a text-book in schools and colleges, as well as to meet the wants of general readers. By Alexander H. Stephens, author of the "Constitutional view of the late war between the States, and Professor elect of History and Political Science in the University of Georgia. New York: E. J. Hale & Son, publishers, Murray street. Columbia, S. C.: W. J. Duffie, 1872.

tious love of truth from whatever quarter it comes; an intellect so trained by study and practice as to qualify the writer to present to the reader the great facts of history in a lucid arrangement, and in luminous language.

It would be difficult to find in our country, any man who more largely unites in himself these conditions of success in the undertaking, than Mr. Stephens. After having received a liberal education at Franklin College, he became a lawyer in large practice, a member of the House of Representatives and the Senate in his native state, Georgia; a member of Congress from 1843 to 1859, and afterwards the vice-president of the Confederate States. To the advantages of having been trained in these several positions, he unites great talents, untiring industry, and moral and religious principle. Moreover in his published volumes he has shown such evidence of his great abilities as an author, that we cannot doubt his high qualifications for writing the history of the states. In such high estimation are his qualifications held that he has been appointed Professor of History and Political Science in the University of Georgia.

In the first nine pages of his work, he presents a rapid view of the circumstances connected with the discovery of America. Following this, 130 pages are devoted to the settlement of the thirteen original English colonies. The next 49 pages are devoted to an account of the Indian wars carried on by the colonies, and the causes which led them to separate from the mother country, and to assume sovereign and independent powers. The remainder of the book is occupied with the history of the states since their union.

From such a man, writing for such a purpose, we had a right to expect a work of high excellence, such as we find this to be. First, the method of arranging the several positions, so that each is introduced at its own proper time and place, renders it easy to be understood by the reader. In this way, events scattered through a long tract of time, and over wide regions of space, are presented in relations which give to the whole a visible unity. Thus "geography and chronology, the two eyes of history," are made to lend their appropriate aid, as likewise, do the pictorial illustrations, of which there are many. And besides there is a continued thread of thought running through the mazes of events, which conducts the reader safely in the labyrinth.

The style is vigorous, precise, and perspicuous, presenting the facts just as they stood in the clear,

calm, comprehensive mind of the author; so that a reader of common intelligence and industry cannot fail to understand the meaning in its full import. Indeed so transparent is the style, that the intelligent reader is borne along the current of thought without being conscious of effort.

From our acquaintance with the educational institutions of the country, we are ready to believe that there is a great dearth of historical knowledge in many of the schools and colleges, and that multitudes are going forth yearly from them without being qualified to perform their duties as American citizens. For how can they perform the duties of the present, without a knowledge of the history of the past? How can they perform the duties of patriots when unacquainted with the history and basis of our free institutions?

We accordingly welcome this book as well adapted to supply a felt want in our country, especially in the schools and colleges. W. C. F.

COLTON'S COMMON SCHOOL GEOGRAPHY.*—We have lately presented the merits of this excellent series of geographical text-books—a series of only two members, which is so much the better. We now have before us the latest edition, in which the higher geography contains the additional matter of two Railroad maps for study, containing all the Railway routes of the country classified, by means of heavy and light lines into the more and less important ones; also ten Reference maps for general use, containing the details which would be confusing in the simpler study-maps. Teachers need not hesitate a moment to introduce these books into their classes.

There are many who are so shut up year after year in their own home range, that they do not know what noble influences have already been sent forth from the resolute, sympathetic, open-minded teachers, who have banded their strength and taken mutual counsel over their labors—there are those in some instances even holding prominent positions, who can see nothing higher in the teacher's work than the earning of board and lodging by a drudgery of thankless routine. If such will only be persuaded to come, will willing minds and open hearts, into our State and National assemblies, they will find themselves within the range of that noble enthusiasm, and that unfaltering confidence in the essential nobility of our work, which can hardly fail to magnetize them if there is anything sympathetic that can vibrate within them. There are no

* Colton's Series Geographies. Published by Sheldon and Co., New York City.

teachers, in fact, however wide may be their experience, who so can afford to do without the sympathetic counsel of their fellow-laborers.

Let us urge all teachers that can possibly make it convenient to come to our next convention in October.. Let them come not only to listen, but one and all prepared to take hold and help; for from every successful teacher, every other one has something to learn. Let those that feel strong, come to help others: they will certainly find themselves helped, where they least expected it. Let those who feel uncertain of the excellence of their work, by all means come: if their spirit only be one of sincerity and of a seeking for the right, they will find that while they will be likely to receive much inspiration, they will even be able to help others in the gentle reaction which is sure to follow. We always have great sympathy for the local committee; yet we must confess that we would be delighted to see that committee for this year at their wit's end to provide for the rush of teachers, which an appreciative sense of duty has brought upon them.

A FRENCH VERB BOOK.*—We have examined this neat presentation of the French verb. It claims to be a monogram on this subject,—a drill-book whose exercises are founded on an original system, with the view of familiarizing the student "with the verbs in their crude and inflected forms, as also to afford him an insight into the syntactical principles governing the use and connection of tenses."

The plan seems to be well carried out: much information is given in a neat nutshell; and the order of arrangement is so perfect, that as a book of reference, it will be found exceedingly welcome to teachers.

* *A French Verb Book*, embracing a comprehensive analysis of the Conjugations, by Ernest Lagarde, A. M., Published by Eldridge and Brother, Philadelphia,

SPECTRUM ANALYSIS.*—This little pamphlet of about fifty pages, constitutes No. 4 of the valuable series, entitled "Half-hour Recreations in Popular Science," of which Mr. Dana Estes is Editor. There is much to commend in this plan now adopted by some of our publishers, of giving to the public in these delightful morsels the more popular results of the active labors of the Scientific leaders of to-day. They are authoritative and accurate; they keep us "en rapport" with our foremost investigators; they tend to make the popular ideas

* *Spectrum Analysis Discoveries*, from the works of Schellen, Young, Roscoe, Lockyer, Higgins and others. Published by Lee and Shepard: Boston.

progressive to an extent never before realized; they come to us in concise form; just adapted to be snatched up in the half-hours of leisure which we spend in the easy chair.

In the present number the discoveries of the Spectrum in connection with the following topics, are developed: The Physical Constitution of the Sun; the Solar spots; the Faculae and their Spectra; Total Solar Eclipses; Solar Prominences; Measurement of the Direction and Speed of the Gas-streams in the Sun; Spectra of the Moon, Planets, and Fixed Stars; Color of the Stars; Double, Variable, and New or Temporary Stars. A number of attractive illustrations accompany the descriptions.

OUR EXCHANGES.

SCHOOL JOURNALS FOR AUGUST.

The Rhode Island Schoolmaster contains several excellent articles, such as—Books and Book Knowledge, by Miss N. C. Wentworth; The Artist of the District School; a Poem, by Geo. S. Burleigh; and Music in Our Schools, by Rev. W. L. Gage.

We quote from the first mentioned article:—"Some men there are who appear to know nothing but books. Living in an ideal world, they seem to have taken leave of the little common sense with which nature has endowed them. Restricting the term education to a mere knowledge of books, they are apt to become men of one idea. Such persons neglect the common courtesies of life and forget that human nature is a volume spread out ever before them, which always pays careful perusal. A case in point is that of a well-known professor in ——— College, who, though a man of profound scholarship, has no knowledge of faces, and in his class-room cannot distinguish Smith from Jones, or Jones from Jenkins. Consequently when Smith is not prepared for recitation, his friend Jones rises and recites in his stead, or if neither are prepared, Jenkins answers to the name of Smith and flies to the rescue, while the learned Professor is in blissful ignorance but that Smith, has discharged his duty. The reading of different persons has been variously compared to the sand of an hour-glass which runs in and runs out, leaving no vestige behind; to a mirror which receives images, but retains none; to sponge which imbibes everything and returns it in nearly the same state, only a little more impure;

and to a filter which allows all that is pure to pass through, and retains only the refuse, and the drugs."

The Massachusetts Teacher is full of good things. We would object, however, to the hearty endorsement given in the first article, to Taine's English Literature, as "in the main, just and discriminating," "appreciative," &c. That Taine is brilliant in delineation, Catholic in spirit, and always interesting, none will deny, but that his work presents any thoroughly just or appreciative view of English Literature, is wide of the mark. Those who wish to look further into this matter will find a masterly criticism on Taine, in the *New Englander* for July. Report of a Lesson on Heat, Advantages of a Country Education, and Length of School Sessions, are all valuable articles. In the last, after showing that the average time devoted to school-work in our elementary city schools, is twenty-three hours a week, while the German schools require forty. The writer discourses as follows: "If American children are wilted and emasculated by so small a comparative amount of school-work, what must be the effect on the German children of the mental labor they undergo? Making due allowance for diverse collateral influences, as of climate, etc., there must still, according to American ideas on the subject, be a strain on the physique of the German children enough to sap their vitality, paralyze their energies and stint their growth. The whole nation must be retrograding with each succeeding generation—steadily verging to impotence and ruin.—Sapped vitality and paralyzed energies—impending impotencies and ruin! One smiles—Go to Wœrth, Gravelotte and Sedan, still sprinkled with the debris of victorious prowess—the whole atmosphere electric with the renown of the men who, with arms as stalwart, and energies as enduring as their brains were cultured and intelligent—

"All day long from morn till even fought,
And sheathed their swords for lack of argument."

Go thither and propound your supposition, and hear how the insulted echoes will laugh at you!

The Prussian armies have been engaging the admiration of the world, not more for their intelligence than their sturdy physical powers; and is plain that the mental toil they underwent in childhood did not impair their forces in the least."

The National Normal, among various short articles, has two that will be found suggestive to teachers interested in natural science; they are entitled—"My Last Class in Natural Philosophy," and "Something for the Odd Moments of Teachers."

The Indiana School Journal has for its chief articles, Arithmetic and How to Teach It, by Prof. E. C. Hewett; Modes of Examination by Dora J. Mayhew; and Compulsory Education, by M. Embree. The last mentioned writer objects to compulsory education, simply on the ground that where thoroughly tried, even in Europe, it has not produced the desired effect of increasing the average attendance. This being a question of simple statistics, will soon be decided incontestably one way or the other, by the experience of the states which are adopting the principle of enforcement, and we need not spend much time in arguing this point. We are glad to find the subject so temperately discussed in this article as also in an editorial touching upon the same point.

The National Teacher opens with a thoughtful and very readable article on The Schoolmaster, by A. D. Mayo, followed by one by J. B. Chickering, on Overtaking Children's Brains. So much has been said for the last dozen years about injuring children by much study, that parents and teachers have become unduly frightened, and dare not make them do a proper amount of work. This article and others, now appearing in public journals, indicate a healthy re-action in this over-done matter.

The Pennsylvania School Journal gives us a general variety, in papers, on National Unity, by the editor; Science Study, from the *College Courant*; Grading of Country Schools, by S. S. Jack; Four Days in Boston, (editorial); Ten Years in a School-Room, by J. Howard West; Earthquakes, by A. C. Norris; and several selected pieces.

The California Teacher has for its leading original article, Female Education in the United States, by Jeanne C. Carr. It contains also an account of the Commencement exercises of the University of California.

The Illinois Teacher contributes to educational literature, Culture, by Grace C. Bibb; The Falling Infection; Errors in School-Books, by C. H. Murray; and "They Think; but how?" by Superintendent Harrington.

The Wisconsin Journal of Education contains several carefully prepared papers read before the late State Teachers' Association. Two very interesting ones, by Miss Martha A. Terry, and Miss Ella M. Stewart, are entitled Woman's Wages for Teaching. A sad topic, earnestly and patiently presented. All such discussions help to bring our communities, gradually though it must be, to a right decision in this matter.

We find also on our desk : August numbers of the *New York School Journal*, the *American Educational Monthly*, the *Colorado Monthly*, the *Maine Journal of Education*, the *Michigan Teacher*, the *Iowa School Journal*, and the *Journal of Education*, (Quebec), all bearing their freight of information and of thoughts concerning school-work. Time forbids any particular mention of their contents on this occasion. We may only remark that the opening article in the *Quebec Journal*, on Teaching the English Language, by Rev. Mr. Abbott, Head Master of the City of London School, while not in all respects presenting the subject quite to our own notions in the matter, is very gratifying, as showing that English educators are at one with our own, in discarding the old useless machinery of the books on Grammar ; they, too, are for leading children by practice and simple conversational exercises into the right use of their own tongue, in place of cramming a mass of exotic rules down their throats.

PERSONAL.

By some accident the paragraph which we had prepared for our last number, making appreciative mention of the services of Hon. Giles Potter in the recent codifying and improvement of the school-laws, failed to appear in our columns.

We therefore hasten now to remind our readers of the debt that is due from the educators of the State to Mr. Potter, as Chairman, on the part of the House, of the Committee which had that work in hand, and as one who worked indefatigably and wisely, sparing no exertions till the last clause was enacted. The labor was very great ; the responsibility still greater. The re-arrangement of what was time-honored and good, was a long task ; the introduction of such new features as the progress of thought seems to demand, without entering rashly upon injurious experiments, required excellence of judgment and progressiveness of a high order, tempered by sound sense. These qualifications Mr. Potter appears to have possessed, for in his hands the work thrived thoroughly. We have eminent cause for thanking him, and in behalf of the teachers of the State, we do thank him, and at the same time congratulate him on having his name so inseparably connected with this new and most important era in our educational history.

Prof. Daniel C. Gilman of Yale College, has again been summoned to the Presidency of the

University of California. This time he has accepted the call, and will enter upon his duties on the first of November.

We are glad to see that California knows where to come, to get her educational leaders, and while we feel exceedingly the loss of a strong man from the cause in our State, we congratulate our sister state upon her choice.

One of much general culture, with special gifts and keenness of perception in the artistic and aesthetic ; one thoroughly conversant with the just claims of science, and intensely earnest towards their enforcement ; one eminent for both historical and geographical knowledge ; a ready speaker on all occasions ; a practical and successful manager ; one of broad views of individual and social culture ; a friend to the needy ; one sociable in spite of business pressure, and true-hearted as a christian ;—such a man—for every statement could be proved at once, were it necessary,—is to be lost to Connecticut and gained to the Pacific shore. In the name of the common school educators of our State, we congratulate him, and bid him God Speed !

MISCELLANY.

HOW TO SOFTEN HARD PUTTY.—It is very likely that teachers may have occasion sometimes, in the better furnished school-houses, or in their own houses, to replace a broken pane of glass in some elegant sash. In such cases there is much danger of damage to the nice wood work. The old putty is nearly a rock for hardness, and often brings a choice piece of wood with it rather than to relax its grasp ; and the knife or chisel, unless in hands of extraordinary skill, which cannot always be the case, is sure to slip and mar the furniture.

There is a quick remedy for this which will soften the putty and save both temper and furniture. It is from the columns of the *Scientific American*. We have tried it and can pronounce it effective. Under its influence, the putty becomes very soon sufficiently soft to be removed with perfect ease.

Prepare a paste by mixing caustic potassa, (or even carbonate of potassa or soda, though the caustic is quicker in action), with equal parts of freshly burnt quick-lime which has been carefully slacked with small portions of water till it has fallen to powder. Bring the mixture to a paste with water, and spread it upon the putty, to be softened, allowing it to remain awhile. If one application is

not sufficient, repeat the operation till the putty is softened. The addition of some soft soap or glycerine, to prevent its drying, will improve the paste. Care should be taken not to allow the paste to fall upon the wood-work as it will inevitably act upon, and stain it.

FACTIAE.

"Would you take the last cent a person has for a glass of soda water?" asked a Kankakee youth. "Yes," responded the unthinking proprietor; whereupon hopeful pulled out the cent and got the drink.

Josh Billings was asked, "How fast does sound travel?" and his idea is it depends a good deal upon the noise you are talking about. "The sound of a dinner horn, for instance, travels half a mile in a second, while an invitashun to get up in the morning i have known to be three-quarters of an hour goin up three pair of stairs, and then not hev strength enough to be heard."

CONNECTICUT TEACHERS' ASSOCIATION.

We have not received the full programme for the coming meeting of the State Teachers' Association. We are able however to announce that it will take place at Bridgeport on the 17th and 18th of October. We have as yet no particular information as to any of the exercises proposed; but we may safely predict having a good time. Mr. Henry E. Sawyer, the President of the Association, from his known energy, and good taste, may be relied upon to do all that can reasonably be done to secure good speakers for the occasion out of the abundant material which our state affords. Yet with all the preparation, the whole affair will be a failure, unless our teachers interest themselves enough to attend and to take hold of every exercise with enthusiasm. Let us arouse and make this one of the best meetings on the record. Our state is stepping bravely forward in her educational laws; the interest of our citizens generally is greatly increasing: it may not be too much to say that it has fairly doubled within a year. Let it not be in the power of any one, to judge from the experiences of the coming meeting, that we teachers are one whit behind in the growing enthusiasm. There will be FREE RETURN TICKETS to those attending this meetng.

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